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ABSTRACT

The curriculum guide offers a sequential, articulated, and developmental career education concept grid and lesson plans for use in classroom and guidance sessions from kindergarten through postsecondary levels. Developed by Project Green River Opportunities for Work (Project GROW), the lesson plans, or miniunits, contain performance objectives, enabling activities, ideas for the use of resources and materials, and suggestions for competency assessment of students for each of the four levels: primary, intermediate, middle school, and high school through postsecondary. Each of the four sections is organized according to the same developmental learning concepts, progressing through the areas of self-awareness, career awareness, appreciations and attitudes, and finally decision making. An overview of the materials follows the curriculum guide and includes: (1) a list of matrix development participants, (2) general description and use of the materials, (3) concepts included in the kit, (4) concepts chosen but not developed, and (5) a vocabulary listing for the kit. (MW)

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

SELF AWARENESS

PRIMARY GRADES

CONCEPT #1: People have many different feelings.

PERFORMANCE OBJECTIVES

1. By the completion of this unit, 80% of the students will be able to identify at least five different feelings.

2. By the completion of this unit, 90% of the students will be able to differentiate between positive and negative feelings.

3. At the conclusion of this unit, 90% of the students will be able to express personal feelings (why they feel as they do) in two different situations.

ENABLING ACTIVITIES

1. Students will role play feelings, while fellow-students guess what feelings they are portraying.

2. Students will identify pictures that show expression of feelings. Students will draw pictures of clowns making different expressions which exhibit feelings. A clown will be invited to the classroom to talk about clowns and their inner feelings.

3. Students will draw pictures of themselves feeling sad and happy.

4. Students will play the Old Maid card game. They will discuss the cards which have pairs of faces showing feelings. Students will play the card game.

5. Students will go on a walk to observe people when they are happiest and saddest and discuss why the students think people feel the way their expressions disclose.

6. Given a group of phrases, the children will classify them under one of the following headings: happy, sad, angry, or others. The phrases will include such items as: finished my work, spilled my milk, lost my pencil.

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SELF AWARENESS
SIDE 2

RESOURCES AND MATERIALS

1. Guest speaker
   a. Clown

2. Field trips
   a. Short walk to observe people.

3. Supplies and Materials
   a. Just Only John, Jack Kent
   b. Parents' Magazine
   c. Paint, magazines, art paper

COMPETENCY ASSESSMENT OF STUDENTS

1. Given a set of pictures, a child will be able to identify five feelings expressed in the pictures.

2. In a teacher-child conference, each student will relate the difference between positive and negative feelings and will express personal feelings in two different situations.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

SELF AWARENESS

PRIMARY GRADES

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CONCEPT #2: We learn about self from family, peers, and others.

PERFORMANCE OBJECTIVES

1. By the end of this unit, 85% of the students will be able to name or list five things they have learned from their family, peers, and others about themselves.

2. At the conclusion of this unit, 85% of the students will be able to relate to the teacher some things about self they did not know previously.

ENABLING ACTIVITIES

1. The teacher will lead a discussion about the persons from whom the students learn about themselves. The teacher will concentrate on encouraging the children to include their recent experiences. In addition, the teacher and students will write a language experience chart.

2. The teacher will introduce new words on cards (examples : family, peers, teacher); the students will discuss the meaning of the words and who "others" might be.

3. Taking a sheet of newsprint and folding it into three sections, the teacher will label the sections "family," "peers," "others." Students will choose to do one of the following activities:
   a. Draw four pictures under each heading showing something they have learned about themselves.
   b. List four things they have learned about themselves.

4. On strips of paper the teacher will write things which have been taught to children by others (examples : walk, play ball, eat, ride a bike). The teacher will fold and place the papers in a bowl or box. The children will draw the papers from the container and thumbtack the pieces of paper to a sheet of newsprint under the proper heading of the person who taught them the skills: "family," "peers," "teachers," "others."

ENABLING ACTIVITIES (con't)

5. The teacher will ask the children to choose partners. On a chart, the teacher will write these instructions:
   a. Trace each other's body profile, filling in features of the face.
   b. On the right arm list three things you have learned from your family.
   c. On the left arm list three things you have learned by yourself.
   d. On the right leg list four things you have learned from your teacher.
   e. On the left leg list five things you have learned from someone in the community.
   f. Compare "self" with your partner as to height, length of hair, number of permanent teeth, etc.

6. The teacher will write a chart which allows the children to use their own experiences. They may use words introduced on cards displayed by the teacher. An example includes the following learning experiences:

   My name is _____. I am _____years old. I have _____eyes and _____hair. I live at _____. I go to _____ school. When I was small I learned things from my family. I remember doing _____. When I was six I started to school and I learned _____. I have many friends. My best friend is _____. My friends and I have _____.

7. The teacher will ask the students to write a composition on one of the following topics:
   a. My Best Friend and I Learn from Each Other
   b. My Most Embarrassing Moment at School Was the Day I Learned Something About Myself from _____.
   c. When I Was Six, I Learned Several Things From Others

8. Students will ask guest speakers to come to the classroom to ask them to relate some of the things they try to teach children in home, church, or community settings.

RESOURCES AND MATERIALS

1. Guest Speakers
   a. Mothers, fathers, siblings
   b. Minister or Sunday School teachers

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SELF AWARENESS
SIDE 3
CONCEPT #2

RESOURCES AND MATERIALS

2. Supplies and Materials
   a. Newsprint, construction paper, magazines
   b. Paints, crayon

3. Bulletin Boards
   a. Children will collect pictures to be displayed under the heading "People Who Helped Me to Be Me."

COMPETENCY ASSESSMENT OF STUDENTS

1. Students will list or name five things they have learned from family, peers, and others relating to self.

2. Students will relate to the teacher some new things they have learned about self which were not known previously.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

SELF AWARENESS PRIMARY GRADES

CONCEPT #3: Each person has similarities to and differences from all other people.

PERFORMANCE OBJECTIVES

1. By the end of this unit, 90% of the students will be able to name five ways they are similar to others.

2. By the end of this unit, 90% of the students will be able to name five ways they are different from others.

ENABLING ACTIVITIES

1. The teacher will display student pictures so that students can compare and contrast physical characteristics.

2. Students will discuss likenesses and differences regarding sex roles, interests, talents, etc.

3. Students will make a booklet entitled "Me" in which they use drawings and pictures to show their similarities to and differences from their peers. (Example: students may cut out pictures which show their personal physical characteristics--hair and eye color, sex,--and interests and then cut out pictures which show people that display different characteristics.)

4. The students will choose someone in their families that they are "most like" and "most different" from. They will report to the class the reasons for their decisions.

5. Students will observe people in the community to denote similarities and differences among people.

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SELF AWARENESS
SIDE 2

RESOURCES AND MATERIALS

1. Field Trips
   a. Individual trips into the community, recording similarities and differences among people.

2. Supplies and Materials
   a. Paper
   b. Crayons

3. Bulletin Boards
   a. Student booklets entitled "Me."

COMPETENCY ASSESSMENT OF STUDENTS

1. In a student-teacher conference the students will name orally or in writing five ways they are similar to and five ways they are different from other people.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

SELF AWARENESS

PRIMARY GRADES

CONCEPT # 4: Friends are important to every person.

PERFORMANCE OBJECTIVES

1. By the end of this unit, 75% of the students will have made at least one new friend.
2. By the end of this unit, 75% of the students will have increased cooperation and sharing during work and play periods.
3. By the end of this unit, 75% of the students will be able to give an example of how one's attitude affects making friends.
4. By the end of this unit, 75% of the students will be able to develop an awareness of the characteristics of a friend that are appealing.
5. By the end of this unit, 75% of the students will demonstrate one way to make new students feel welcome.

ENABLING ACTIVITIES

1. Students will discuss at least four characteristics of a person they like and four characteristics they dislike in people.
2. Students will name things they can do with a friend which they cannot do alone.
3. Students will display pictures of friends playing and working together on a bulletin board.
4. Students will illustrate introductions of new friends using puppets.
5. Students will write short stories about their best friends and tell why they like these friends.

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RESOURCES AND MATERIALS

1. Supplies and Materials
   a. Magazines

2. Bulletin Boards
   a. Friendship Tree: "Charm Tree"
      Students will write their names on charms and hang on tree.
   b. Display pictures which students drew showing what they like to do with friends.
   c. "Friends the World Over"

COMPETENCY ASSESSMENT OF STUDENTS

1. The teacher will observe to see if there is increased sportsmanship during class periods, recess, and physical education.

2. The teacher will observe to see if everyone in class has made a friend.

3. The teacher will make a checklist to see if there are more positive attitudes among students.

4. The teacher will observe new students to see the length of time it takes them to become a part of their new environment.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

SELF AWARENESS

PRIMARY GRADES

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CONCEPT # 5: The student must assume responsibility at home and at school.

PERFORMANCE OBJECTIVES

1. By the end of this unit, 90% of the students will be able to list three ways a family member helps other members of the family.

2. By the end of this unit, 95% of the students will be able to list three ways students are responsible to their classmates.

3. By the end of this unit, 90% of the students will report to the class five of the job responsibilities they carried out in the classroom or at home during a one-week period.

ENABLING ACTIVITIES

1. The teacher or a student will bring a pet (fish or hamster) to school. The students will take turns being responsible for the care of the pet in order to learn about the dependence of animals on their owners. The teacher will then generalize the concept from animals to people in relationships between students and their parents/teachers.

2. For a predetermined length of time (one day, or one week, depending on the circumstances) the teacher will offer no reminders to boys and girls concerning their responsibilities at home or school for picking up scattered papers and their personal belongings. At the end of the time period the teacher will comment about the appearance of the classroom and the students' responsibilities of keeping it neat and clean.

3. Students will display on the bulletin board their hand-drawn pictures of orderly and messy classrooms. The teacher and students will discuss whose responsibility it is to keep the classroom looking neat.

ENABLING ACTIVITIES (con't)

4. The teacher will conduct a class or family council. The group will discuss duties that will need to be performed in the classroom during the next week. Students may volunteer for certain jobs that they feel will need to be carried out. After the week-long experiment, the council members will report how they met their responsibilities during the previous week.

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RESOURCES AND MATERIALS

1. Supplies and Materials
   a. Pet (fish or hamster)

2. Bulletin Boards
   a. Student-drawn pictures depicting messy and orderly rooms.

COMPETENCY ASSESSMENT OF STUDENTS

1. In an oral discussion, the students will list three ways family members help one another.

2. Students will list orally three ways they have responsibility to their classmates.

3. Students report to the class their job responsibilities at home, at school, and at play.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

SELF AWARENESS

PRIMARY GRADES

CONCEPT # 6: Students' attitudes affect their personal development.

PERFORMANCE OBJECTIVES

1. By the end of this unit, at least 85% of the students will be able to list two positive attitudes and two negative attitudes.

2. By the end of this unit, a minimum of 85% of the students will be able to name one example of how a positive or negative attitude affects making friends.

3. By the end of this unit, a minimum of 75% of the students will be able to define "attitude" and give one example of how positive and negative attitudes can affect a worker on the job.

ENABLING ACTIVITIES

1. Students will take part in a role playing activity which shows that attitudes can be reflected in one's speech, one's actions, and one's facial expressions.

2. Students will make a picture book to give to a Head Start or kindergarten class which shows people with various expressions on their faces that reflect their attitudes.

3. The language arts teacher will develop a work list to enhance vocabulary enrichment, sight recognition, and use of words that show the students' attitudes toward food choices, ideas, other people, and themselves.

4. After looking at plans and books on attitudes, students will write an original Golden Rule.

5. Students will make a chart that reads: A Good Citizen is _____ (example: friendly, polite). The students will choose a good citizen of the day, week, or month from among their classmates.

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ENABLING ACTIVITIES (con't)

6. Guest speakers will be invited to the classroom to discuss the importance of attitudes in work situations, or students will go to a business, church, or to the p.e. classroom to talk with persons about the importance of attitudes in work settings, church meetings, and sports.

7. Students will discuss positive and negative attitudes after learning the steps and words to a dance routine.

8. Students will create bulletin boards that show people's attitudes toward their jobs.

RESOURCES AND MATERIALS

1. Guest speakers
   a. Personnel director
   b. Minister
   c. P.E. teacher

2. Field trips
   a. Business, church, or p.e. classroom.

3. Supplies and Materials
   a. Singer film strips.
   b. Stories in Child Craft.
   c. "I Want To Be" books.
   d. Art materials.

4. Bulletin Boards
   a. Pictures of people working together.
   b. Mobile of hands that work.

5. Other
   a. Songs and dances, such as "Partner Come and Dance with Me."

COMPETENCY ASSESSMENT OF STUDENTS

1. The teacher will observe while students are working and playing to see if they greet newcomers in a friendly way and share school materials.

2. The teacher will lead a discussion of the unit with students in the class, noting especially the answers of those students who seem to possess negative attitudes toward their classmates. These students will be asked specific questions on the definition of "attitude" and good ways of making and keeping friends.

3. Students will dramatize a story in which one actor plays the part of the employer and another student is the employee who dislikes his job. A third student can portray a worker who likes his job.

4. Students will define "attitudes" in regard to workers keeping their jobs.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

SELF AWARENESS

PRIMARY GRADES

CONCEPT #7: A student is a member of various groups.

PERFORMANCE OBJECTIVES

1. By the conclusion of this unit, at least 90% of the students will be able to name the members of their family group and describe roles played.

2. By the conclusion of this unit, 90% of the class members will be asked to name orally the students in their homerooms.

3. By the conclusion of this unit, at least 90% of the class members will be able to list orally at least two groups (other than school and family) that they are members of.

ENABLING ACTIVITIES

1. Students will draw or cut out pictures which represent the various family group members.

2. Students will play "Who's Henry?" and other name games.

3. Students will study various community groups. A sociologist may be asked to serve as a guest speaker.

4. Students will study the inner dynamics of group workings.

5. A role-playing activity will help students see the importance of groups.

6. Students will play a zip/zap game in which students sit in a circle. The person in the center is "it." "It" points to one of the players, says either "zip" or "zap." If "it" says "zip," the players must name the persons on their left; if "it" says "zap," the players must name the persons on their right. If the player names the person correctly, "it" points to another player and continues. If the player does not name the person correctly, the loser becomes "it," and the first "it" sits in the vacated chair and the new "it" continues the game.

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SELF AWARENESS
SIDE 2

RESOURCES AND MATERIALS

1. Guest Speaker
   a. Sociologist

2. Supplies and Materials
   a. Scissors
   b. Magazines (for pictures)
   c. Paper
   d. Crayons

3. Bulletin Boards
   a. "Groups I Belong To..."

4. Other
   a. Sociograms
   b. Role-playing
   c. Game - "Who's Henry?"

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COMPETENCY ASSESSMENT OF STUDENTS

1. By observation during the zip/zap game, the teacher will record which students do not know the names of their classmates.

2. In student-teacher conferences, the teacher will evaluate how well the students grasped the concept by having students relate what groups they are members of and how well they can discuss roles of family group members.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

SELF AWARENESS

PRIMARY

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CONCEPT # 8: A person has both strengths and weaknesses which are unique.

PERFORMANCE OBJECTIVES

1. At the conclusion of this unit, at least 80% of the students will be able to list at least three of their strong points and at least two of their weak points.

2. At the conclusion of this unit, at least 70% of the upper primary students will be able to give short, written definitions of "capabilities" and "limitations".

ENABLING ACTIVITIES

1. The guidance counselor will introduce the "Secret Kit" for self-awareness.

2. Counselor will conduct small group discussions with feedback on student strengths and weaknesses.

3. Students will take an interest inventory. Parts may be interpreted to students. (The teacher can compile this instrument).

4. Students will take part in role-playing situations on acceptance of their own and others' strengths and weaknesses.

5. Students will draw pictures of things students are good at doing and not so good at doing.

RESOURCES AND MATERIALS

1. Guest Speakers
   a. Guidance counselor

SELF AWARENESS
PRIMARY
CONCEPT # 8
SIDE 2

RESOURCES AND MATERIALS (cont.)

2. Supplies and Materials
   a. Crayons and Paper
   b. Secrets Kit (by Malty)
   c. Secrets Booklets
   d. An interest inventory

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COMPETENCY ASSESSMENT OF STUDENTS

1. In a written test, students will list three of their strengths and two of their weaknesses.

2. Students will write definitions for the words "capabilities" and "limitations".

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

CAREER AWARENESS

PRIMARY GRADES

CONCEPT # 1: The student needs to be aware of the work roles of the members of the family.

PERFORMANCE OBJECTIVES

1. By the end of this unit, 85% of the students will be able to report to the class either in a written report or an oral presentation, the name and a description of the job of their fathers.

2. By the end of this unit, 85% of the students will be able to report to the class in writing or in an oral report, the name and a description of their mothers' jobs.

3. By the end of this unit, 95% of the students will be able to report to the class the jobs of each child in their families.

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ENABLING ACTIVITIES

1. The students will read a story about a family and the jobs each member performs.

2. Students will display pictures of families and family members at their jobs on the bulletin board.

3. The students will tell about their own families and the jobs of each family member. Students and teacher will record the stories in a big book.

4. The students will collect magazine pictures for a scrapbook of mothers and fathers at their jobs. The children will tell about the pictures before pasting them in books.

5. Students will dramatize some of the jobs of their parents.

6. Students will ask their fathers, mothers, and siblings to come to the classroom to talk about the various jobs they perform to earn money, to help the community, and to get home chores done.

ENABLING ACTIVITIES (con't)

7. Students will visit some of the fathers, mothers, and/or siblings at their jobs.

8. Students will read poems and learn songs about people at work.

RESOURCES AND MATERIALS

1. Guest speakers
   a. Fathers, mothers, and siblings

2. Field trips
   a. Visit fathers, mothers, and/or siblings at their job.

3. Supplies and Materials
   a. Books, songs, and poems about jobs.
   b. Magazine for bulletin board pictures.
   c. Paper for scrapbook and cord to tie the pages together.

4. Bulletin Boards
   a. A student-made display of family pictures and family members at their jobs.
   b. Students will bring pictures to use under the headings, Mother Works, Father Works, Children Help At Home.

COMPETENCY ASSESSMENT OF STUDENTS

1. The teacher will evaluate the students on their oral or written reports about their fathers' jobs.

2. The teacher will evaluate the students on their oral or written reports about their mothers' jobs.

3. The teacher will evaluate the students on their oral or written reports about their duties as a member of a family.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

CAREER AWARENESS

PRIMARY GRADES

CONCEPT #2: The students need to be aware of the occupational roles of the workers at school.

PERFORMANCE OBJECTIVES

1. By the end of this unit, 75% of the primary pupils will be able to name orally the following workers and two job responsibilities of each: principal, teacher, secretary, bus driver, cafeteria worker, and janitor.

2. By the end of this unit, 75% of the primary pupils will be able to match specific tasks with the school workers who perform them.

ENABLING ACTIVITIES

1. The students will match a list of school workers to specific tasks.

2. Students will make field trips to visit several workers in the school.

3. Students will role play jobs of some of the school workers and have class members guess occupations.

4. Students will write thank-you letters to each school worker after the visits.

5. Students will draw pictures of the school workers in their job roles for a bulletin board display.

6. Students will view filmstrips and read books about workers in the school.

RESOURCES AND MATERIALS

1. Guest Speakers
   a. Principal
   b. Teacher
   c. Secretary

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RESOURCES AND MATERIALS (con't)

d. Bus Driver
e. Cafeteria Worker

2. Field Trips
   a. Cafeteria
   b. Principal's office
   c. Bus barn
   d. Furnace room
   e. Other classrooms

3. Supplies and Materials
   a. Crayons
   b. Paper
   c. Filmstrips of school workers
   d. Books on school workers

4. Bulletin Boards
   a. "School Workers" (display of student artwork)

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COMPETENCY ASSESSMENT OF STUDENTS

1. In a teacher-made oral test, the students will name two job responsibilities of the following workers in the school: principal, teacher, secretary, bus driver, cafeteria worker, and janitor.

2. In a matching exercise, the students will be able to couple specific tasks with the school workers who perform the jobs.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

CAREER AWARENESS

PRIMARY GRADES

CONCEPT #3 : Workers are dependent on other workers.

(Since this unit is to be used with primary children, the concept can best be developed by using only one job holder, in this case a grocer. Later on, if desired, the concept could be expanded to other workers: filling station operator, secretary, airline mechanic, etc.)

PERFORMANCE OBJECTIVES

1. By the end of this unit, 90% of the students will be able to list five ways a grocer is dependent on other workers as a distributor of food.

2. By the end of this unit, 90% of the students will be able to list three ways a family is dependent on a grocer for their food.

3. By the end of this unit, 90% of the students will be able to list three occupations that depend on a grocer.

ENABLING ACTIVITIES

1. Students will take a field trip to a grocery store to interview the workers.

2. Students will invite guest speakers to the classroom to conduct interviews with them on ways their occupations help the grocer (examples: truck driver who transports canned goods, bread, or produce; cashier; a newspaper advertisement writer who helps write the grocery ads, and a customer -- a parent.)

3. Students will make a mural of a grocery store. They will show the various items in a grocery store. After the mural is complete, the students will speculate about all the steps it took to get each item to the store.

4. Students will bring newspapers from home in order to:
   a. Read the newspaper to see if any articles mention foods.
   b. Read the newspaper advertisements to learn to spell different foods in the store.

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ENABLING ACTIVITIES (con't)

c. Students will compare prices of certain foods in several grocery ads to note competition.
d. Students will discuss the dependency of the grocery store on the newspaper (advertising of the merchandise) and on the customers (in competition with other grocers for their business).

5. Students will make a grocery list for a family to learn the dependence of a family on a grocer.

6. Students will have a "Grocery Day," with students taking turns as grocer, cashier, truck driver, and customer in the selling and buying of articles in the store.

7. Students will read stories, learn a song about the grocer, or view a filmstrip on the workers at a grocery store.

RESOURCES AND MATERIALS

1. Guest Speakers
   a. Newspaper ad writer
   b. Truck driver
   c. Cashier
   d. Customer (parent)

2. Field trips
   a. Visit a grocery store

3. Supplies and Materials
   a. Stories, books, and songs.
   b. Butcher paper for the mural on the grocery store.
   c. Play money.
   d. Play cash register.
   e. Newspapers.

4. Bulletin Boards
   a. Mural on the grocery store.
   b. Students may display grocery store ads and picture of foods.

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CAREER AWARENESS
SIDE 3

COMPETENCY ASSESSMENT OF STUDENTS

1. On a teacher-made test, students will list five ways a grocer is dependent on other workers as a distributor of food.

2. On a teacher-made test, students will list three ways a family is dependent on a grocer.

3. On a teacher-made test, students will list three workers who depend on a grocer for their jobs (cashier, truck driver, newspaper ad writer).

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

CAREER AWARENESS PRIMARY

CONCEPT # 4: Hobbies and interests may develop into a career.

PERFORMANCE OBJECTIVES

1. At the end of this unit, 85% of the students will be able to list and demonstrate at least two skills that they have learned in their hobbies that could be used later in an occupation.

2. At the conclusion of this unit, 85% of the students will be able to list three people whose career is a result of an earlier hobby or interest.

3. At the end of this unit, 90% of the students will have, before the class, described one of their hobbies or interests to the other class members.

ENABLING ACTIVITIES

1. Each student will tell about his or her hobby or interest before the other class members. This may be oral or demonstration.

2. Each student will be given an outline to follow in making the presentation. (Example, name of hobby, how they got interested in that particular one, skills necessary, information gained, etc.)

3. Working together, the teacher and students will locate people in the community who have a career which was their hobby or main interest. These people will be invited to the class as resource people to discuss their hobbies and careers.

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CAREER AWARENESS
PRIMARY
CONCEPT # 4
SIDE 2

ENABLING ACTIVITIES (cont.)

4. The class, as a group, will list on the board some of the contributions hobbies have to the individual, the school, and the community.

5. Students will individually list some new or different hobbies they have found interesting to them as a result of this unit.

6. A bulletin board developed by the students, will display examples of some of the hobbies discussed in this unit.

RESOURCES AND MATERIALS

1. Guest Speakers
   a. People in the community who have a career as a result of a hobby

2. Field Trips
   a. Students will visit a hobby store and view different hobbies

3. Supplies and Materials
   a. Children's hobbies
   b. Magazines
   c. Art paper and crayons

4. Bulletin Boards
   a. Pictures of hobbies and interests

COMPETENCY ASSESSMENT OF STUDENTS

1. Students will list two skills they have learned as a result of their hobby or interest.

2. Students will list three people whose career is a result of their hobby or interest.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

CAREER AWARENESS

PRIMARY GRADES

CONCEPT #5: Society is dependent on many workers.

PERFORMANCE OBJECTIVES

1. By the end of the unit, 75% of the children will be able to name or write the names of five workers in the community.

2. By the end of this unit, 75% of the children will be able to tell one way that each of the above named workers helps society.

ENABLING ACTIVITIES

1. Teacher will introduce the topic of community workers and through discussions with the children list on a chart the workers who help society.

2. The teacher will make two columns on a ditto sheet. List A will name workers (examples: carpenters, secretary, manager); List B will name activities performed on the jobs (examples: builds houses, types letters, supervises workers). The students will match the workers with job activities by drawing lines between the two columns.

3. Old Maid Card Game The teacher will cut 28 pieces of tagboard the size of playing cards. On half of the cards (14) the teacher will write job names; and on the other half (14) the teacher will write the name of the person who performs the job. The student will deal the cards and play according to Old Maid rules with the following additional steps: when the players have matched a "pair" (workers with their job), they will display the pair and tell the other players how the worker helps society.

4. Children will cut out pictures from magazines of different workers in the community. Use of the pictures may be made in one of two activities.

   a. Students will make a collage of the different pictures on a piece of construction paper.

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CAREER AWARENESS
PRIMARY
CONCEPT #5
SIDE 2

ENABLING ACTIVITIES (con't)

b. Students will write sentences about the pictures, and paste the pictures and the sentences on a piece of paper for a bulletin board display.

5. Students will write a paragraph on the subject "What Would Life Be Like Without a Doctor (Teacher) (Policeman)."

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RESOURCES AND MATERIALS

1. Guest Speakers
   a. A minimum of five workers in the community will come individually to speak to the students; they should be asked to bring tools of their trade and wear the uniform they wear to work.

2. Field Trips
   a. To one of the worker's place of business in the community (students should walk, if possible)

3. Supplies and Materials
   a. Magazines
   b. Art paper
   c. Paints
   d. Tagboard or cardboard
   e. Scissors
   f. Ditto

4. Bulletin Boards
   a. Students will bring pictures for a "World of Work" bulletin board.
   b. Teacher should make a Career Apple Tree; each student will make an apple for the tree which bears a worker's job title.
   c. Student collages and/or picture-sentence displays.

COMPETENCY ASSESSMENT OF STUDENTS

1. Given a written test, students will be able to name five community workers and describe how they help society.

CAREER AWARENESS
PRIMARY
CONCEPT #5
SIDE 3

COMPETENCY ASSESSMENT OF STUDENTS (con"t)

2. Given a ditto sheet, children will be able to match a minimum of five workers with the jobs they perform.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

CAREER AWARENESS — PRIMARY GRADES

CONCEPT #6: There are many jobs outside the home and school.

PERFORMANCE OBJECTIVES

1. By the end of this unit, 75% of the pupils will be able to name orally at least ten workers whose jobs are outside the home and school.

2. By the end of this unit, 75% of the students will be able to match ten workers with their job descriptions.

ENABLING ACTIVITIES

1. The class will conduct interviews with student-selected resource people within the community (example: bank teller, salesperson, minister, sheriff, day-care center operator, grocer, secretary, industrial manager). The interviews may be taped.

2. The student will make banners which list various jobs studied. The banners will be stapled to heavy cord and strung across the ceiling.

3. The student will gather information from the library, textbooks, home or classroom on various jobs.

4. During a class discussion students will match on the blackboard job duties with occupational titles.

5. Students will write stories about jobs. The students will share their stories with everyone else in the class. They will design special covers for the stories which will indicate the type job described in the stories.

6. Students will look for and collect hats worn on various jobs for a bulletin board display.

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CAREER AWARENESS
SIDE 2

RESOURCES AND MATERIALS

1. Guest Speakers
   a. Persons in the community who holds a variety of jobs.

2. Field Trips
   a. Library
   b. Field trips to sites of jobs studied

3. Supplies and Materials
   a. Stories
   b. Filmstrips
   c. Recorder for taping speakers and field trips
   d. Job-related songs

4. Bulletin Boards
   a. "Hats Worn on the Job"
   b. Banners will be strung across the ceiling of the classroom

COMPETENCY ASSESSMENT OF STUDENTS

1. In an oral test, each student will name ten workers whose jobs are outside the home and school and match ten jobs with the appropriate workers.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

APPRECIATIONS AND ATTITUDES — PRIMARY GRADES

CONCEPT # 1: It is important to get along with other people.

PERFORMANCE OBJECTIVES

1. At the conclusion of this unit, 90% of the students will be able to list three social skills necessary for getting along with others.

2. At the conclusion of this unit, 90% of the students will be able to differentiate orally between desirable and undesirable social skills.

ENABLING ACTIVITIES

1. Students will dramatize role playing situations of desirable and undesirable social skills.

2. Students will make a bulletin board entitled "Making Friends" in which they display pictures of children with their friends.

3. Students will participate in an activity of unfinished stories in which the stopping point of the first story teller comes when their characters must decide whether to make friends with someone, find a friend to help them, or break up with a person who is a bad influence.

4. Students will take part in small group discussions on desirable and undesirable social skills with guest speakers (examples: psychologist, minister).

5. Students will write skits and/or plays on desirable and undesirable social skills.

RESOURCES AND MATERIALS

1. Guest speakers
   a. Psychologist
   b. Minister

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APPRECIATIONS AND ATTITUDES
SIDE 2

RESOURCES AND MATERIALS (con't)

2. Supplies and Materials
   a. Bulletin board materials for student use.

3. Bulletin Boards
   a. Student-made bulletin board on making friends.

4. Other
   a. Skits and/or plays.
   b. Unfinished stories.
   c. Small group discussions.

COMPETENCY ASSESSMENT OF STUDENTS

1. In a written test students will be able to list three social skills for getting along with others.

2. In an oral discussion, the teacher will make a checklist of students who can differentiate between named desirable and undesirable social skills.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

APPRECIATIONS AND ATTITUDES — PRIMARY GRADES

CONCEPT #2: Students need to appreciate the individual workers in the school setting.

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PERFORMANCE OBJECTIVES

1. After interviewing and holding discussions with at least four workers in the school, 85% of the students will be able to list three ways workers contribute to the operations of the school.

2. By the end of the unit 85% of the students will give one example of interdependence between two workers in the school.

3. A majority of the students will, after completion of the unit, demonstrate appreciation of school workers by keeping the classroom and school property freer of debris.

ENABLING ACTIVITIES

1. The teacher, leading small groups of students, will tour the school building and observe some of the workers.

2. The students and the teachers will draw a map of the school building and/or make a miniature of the school building.

3. The student may conduct class interviews with some of the school workers.

4. Students will be assigned to various school workers to assist in their duties and will report back to the class their findings on how the workers help in the operation of the school.

5. The class and their teacher in a discussion will relate what would happen if some of the workers did not do their jobs.

APPRECIATIONS AND ATTITUDES
PRIMARY GRADES
CONCEPT #2
SIDE 2

RESOURCES AND MATERIALS

1. Guest Speakers
   a. School workers

2. Field Trips
   a. Tour of the school building

3. Supplies and Materials
   a. Paper
   b. Crayons
   c. Cardboard

4. Bulletin Board
   a. Large map of the school

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COMPETENCY ASSESSMENT OF THE STUDENTS

1. Teacher will ask each student to name four workers at the school and tell three ways each worker contributes to the operation of the school.

2. Students will give one example of how one school worker is dependent on another in their job duties.

3. Teacher will observe students after completion of the unit to see if students are demonstrating appreciation of school workers by helping keep the classroom and school property in better condition.

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APPRECIATIONS AND ATTITUDES

PRIMARY GRADES

CONCEPT #3: Community workers make contributions to the students and other people in the community.

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PERFORMANCE OBJECTIVES

1. By the end of this unit, 85% of the students will be able to name four community workers and to describe their contribution to the community and to students.

ENABLING ACTIVITIES

1. The students will develop a model city using boxes, paper, and paints, as the study of each community helper is studied.

2. The teacher will plan units of study on the duties of four community workers and the ways each one contributes to the community:

The Policeman

The students will cite some examples of ways a policeman helps the community:

a. Helping a child to cross the street.
b. Helping lost children to find their parents.
c. Watching the community at night.

The Postman

a. Each child will write a letter in school to take to the post office to mail.
b. The students will visit the post office where students will hand-cancel their own letters. They will also observe the process of mail distribution at the post office.
c. Students will make a frieze. In the pictures, the students will show what happened to their letters from the time they were mailed until the time they reached the persons to whom they were addressed.

d. One student or the teacher will ask the postman to talk to the class.

The Grocer

a. The teacher will lead a discussion of the duties of a grocer.
b. The students will build a store with boxes. The teacher will ask the children to bring empty food cartons, a toy cash register, etc. The cash register will be used in learning to make change as the students buy and sell the food cartons for a role playing activity.
c. The students will discuss the interdependence of the townspeople and the grocer.

The Farmer

a. The class will take an excursion to a farm.
b. The teacher will ask children who live on farms their farm experiences (or instead of the entire class visiting a farm, individual children may have a conference with a farmer and report to the class what the farmer does on his job).
c. The teacher will lead a class discussion on the contributions the farmer makes to others.

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RESOURCES AND MATERIALS

1. Guest Speaker
   a. Policeman
   b. Postman

2. Field Trips
   a. Police Station
   b. Post Office
   c. Farm
   d. Grocery Store

3. Supplies and Materials
   a. Art paper, crayons, butcher paper
   b. Large boxes to build store and cartons of grocery products.

4. Bulletin Board
   a. "My Favorite Community Helper" (Children will draw pictures for the bulletin board)
   b. "What Can I Do to Help Our Community Helpers?" (The teacher will display pictures of children performing worthy community services)

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COMPETENCY ASSESSMENT OF STUDENTS

1. The teacher will administer a written test: Name four community workers and describe some of their contributions to the community and the student.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

DECISION MAKING

PRIMARY GRADES

CONCEPT #1: People make decisions every day.

PERFORMANCE OBJECTIVES

1. By the end of this unit, 90% of the students will be able to plan and implement a learning activity when given two or more choices.

2. At the end of the day, 90% of the students will be able to identify three decisions that were made for them by other people.

3. At the end of the day, 90% of the students will be able to tell other students three decisions they made for themselves that day and share their feelings about the decisions.

ENABLING ACTIVITIES

1. From a variety of materials in the art center, students may choose the art medium they feel most appropriate for expressing their ideas.

2. Within the limits of the teacher's master schedule students may choose the order of the subjects they will work on during the day.

3. From a variety of concrete materials, students may select the math devices needed for presenting a math concept to the group.

4. Students may role play a decision the teacher, parent, sibling, or classmate made during the day.

5. Students may interview classmates to hear them voice three decisions they made, why they made those decisions, and how they feel about their decisions that day.

6. Students may design , illustrate, and write booklets on three decisions that someone else made for them in the home, in the school, or on the playground.

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DECISION MAKING
SIDE 2

ENABLING ACTIVITIES (con't)

7. Students may make a mural on three BIG decisions made by characters from the Peanuts cartoon that were difficult to make or that involved an element of risk.

8. Students will be provided an evaluation sheet on which to draw happy or sad faces about their work decisions and to record progress:

My Plans
READING _____
_____
MATH _____
_____
ART _____
FREETIME _____
DRAW A MOUTH ON THE FACE TO SHOW HOW YOU FEEL ABOUT YOUR DECISIONS

** Learning Activities	Pretty Good	Tried Hard	Need to Work Harder
READING			
MATH			
SCIENCE			
GROUP TIME			
PLAY TIME			
ART			

**Student's Decision About Daily Progress In

RESOURCES AND MATERIALS

1. Supplies and Materials
   a. Variety of art supplies--paint, crayons, magazine pictures, scissors.
   b. Variety of concrete math devices.

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DECISION MAKING
SIDE 3
CONCEPT #1

RESOURCES AND MATERIALS (con't)

2. Bulletin Boards
   a. Happy Decisions for Me--students will bring pictures for illustrating some good decisions they made.
   b. Snoopy's BIG DECISIONS.

COMPETENCY ASSESSMENT OF STUDENTS

1. At the end of the day students will submit to the teacher their plan sheets and learning activities. The teacher will make a checklist to mark off the degree of success each student had in implementing the plan. On the sheets the students will identify three learning decisions made during the day and how they feel about their day's activities.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

DECISION MAKING — PRIMARY GRADES

CONCEPT #2: Sometimes people make good decisions and sometimes they make bad decisions.

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PERFORMANCE OBJECTIVES

1. At the conclusion of this unit, 85% of the students will be able to relate either in oral or written form at least two personal situations involving good and two situations involving bad decision making.

2. By the end of this unit, students will be able to name at least three criteria of good decisions and three criteria of bad decisions.

3. Students will be able to identify at least one decision-making situation which contains both good and bad elements for some of the persons involved.

ENABLING ACTIVITIES

1. Children will organize themselves in teams of three and role play either a good or a bad decision which was made today.

2. Children and teacher will critique the role playing situations to accept the "good" or "bad" classification of the decisions which were role played.

3. After a class discussion the students will make a class chart listing characteristics of "good" decisions:
   a. Meets an individual's needs
   b. Meets an individual's wishes
   c. Stands the test of time
   d. Does not harm others

4. After a class discussion the students will make a class chart listing characteristics of "bad" decisions:
   a. Harms others
   b. Does not stand the test of time

ENABLING ACTIVITIES (con't)

5. The students will depict through dramatization, creative writing, pictures, some situations which contain both good and bad elements of decision making (example: spending lunch money for toys).

6. The teacher will provide children with an imaginary allowance for "essentials" and entertainment for one week. The students will plan a budget for spending the allowance. The students will evaluate their expenditures by the criteria outlined in Activities No. 3, 4, and 5.

7. The students will prepare collages or posters of cut out pictures depicting "good" and "bad" decisions.

8. The students will interview parents and teachers, asking them to share "good" and "bad" decision-making experiences.

9. The students will read books and view films that will help them understand decision-making processes.

RESOURCES AND MATERIALS

1. Guest Speakers
   a. Teachers and parents will relate good and bad personal experiences with decision making.

2. Supplies and Materials
   a. Children's books
   b. Film strips
   c. Poster board, paste for making charts, collages, and posters.

3. Bulletin Boards
   a. Display collages and posters made by students.

COMPETENCY ASSESSMENT OF STUDENTS

1. The teacher will evaluate the understanding of decision-making in a class meeting in which the children tell at least two personal decisions that were good and two that were bad.

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DECISION MAKING
SIDE 3
CONCEPT #2

COMPETENCY ASSESSMENT OF STUDENTS (con't)

2. In individual or small group teacher-pupil conferences, students will name three criteria for identifying good decisions and three criteria for identifying bad decisions.

3. From a teacher-made list of five decision-making situations, students will underline at least one which contains both good and bad decision-making elements.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

SELF AWARENESS

INTERMEDIATE GRADES

CONCEPT #9: One of the basic needs of people is to associate with others and share common interests with them.

PERFORMANCE ACTIVITIES

1. At the end of this unit, students will be able to list five things they like and five things they dislike about people with whom they associate.

2. At the end of this unit, the students will have each made one new friend. They will be able to list five things they have in common with their new friends.

3. At the conclusion of this unit, the students will write a one-page theme on how their basic needs are similiar to the needs of others.

4. At the conclusion of this unit, the students will be able to list five ways they could change themselves so that they would be better members of society.

ENABLING ACTIVITIES

1. The students will write a theme on needs they have that are similar to others' needs.

2. The students will choose one day to make a new friend. As a group the students will list the five things they have in common with their new friends.

3. The students will make a list of things they like and dislike about people with whom they associate. The students will invite a minister, counselor, juvenile judge, or probation officer to discuss the ways that friends influence each other, and the reasons that people choose the friends they do.

4. At the end of the unit the students will draw a "before" and "after" picture of themselves. On the back of the picture the students will list five ways they have changed since the unit began.

SELF AWARENESS
INTERMEDIATE GRADES
CONCEPT #9
SIDE 2

RESOURCES AND MATERIALS

1. Guest Speakers
   a. Minister
   b. Counselor
   c. Probation Officer
   d. Juvenile Judge

2. Supplies and Materials
   a. Art supplies for "before" and "after" pictures

3. Bulletin Boards
   a. Display the "before" and "after" pictures

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COMPETENCY ASSESSMENT OF THE STUDENTS

1. On a teacher-made test, students will:
   a. List five things they like and five things they dislike about people with whom they associate.
   b. List five things they have in common with a recently acquired friend.
   c. Write a one-page theme on how their basic needs are similar to the needs of others.
   d. List five ways they could change themselves so that they would be better members of society.

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SELF AWARENESS

INTERMEDIATE GRADES

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CONCEPT #10: Attitude about school affects learning.

PERFORMANCE OBJECTIVES

1. By the end of the unit, all students will be able to list five factors that affect their quality of performance at school.

2. By the conclusion of this unit, each student will be able to describe in writing feelings toward school.

ENABLING ACTIVITIES

1. On the chalkboard the instructor will write factors that the students suggest affect their performance at school.

2. Members of the class will name three reasons the student should produce quality work at school.

3. Members of the class will name three reasons that students sometimes produce poor quality work at school.

4. The teacher will administer one test on which all students succeed, and a second test on which all student fail. After the two tests, the class members will discuss with the teacher the different feelings they experienced while taking each of the tests.

5. Students will write a paragraph that describes their feelings toward school.

6. Students will draw cartoons that illustrate their feelings toward school.

SELF AWARENESS
INTERMEDIATE GRADES
CONCEPT #10
SIDE 2

RESOURCES AND MATERIALS

1. Guest Speakers
   a. An individual who can demonstrate to the children the importance of school attitude: the principal, a counselor, an employer at a drive-in who hires high school students

2. Supplies and Materials
   a. Chalkboard/chalk
   b. Paper/pencil

3. Bulletin Board
   a. In a display--Your Attitude Is "Showing"--students will draw cartoons to illustrate their feelings about school.

COMPETENCY ASSESSMENT OF THE STUDENTS

1. In an oral activity, the teacher will observe the students as they contribute to a classroom discussion on a minimum of five factors that affect the students' quality of performance at school.

2. The teacher will evaluate the paragraph in which the students describe their feelings toward their school performance.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

SELF AWARENESS INTERMEDIATE GRADES

CONCEPT #11: One needs to learn basic skills in sports and hobbies, as well as in school activities.

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PERFORMANCE OBJECTIVES

1. By the end of this unit, 75% of the students will be able to list five skills necessary to a sport or hobby in which they are interested.

2. By the end of this unit, 75% of the students will be able to demonstrate or describe the basic skills necessary for a sport or hobby that they would like to perform.

3. By the end of this unit, 75% of the students will be able to compare basic skills with skills needed in a sport or hobby.

ENABLING ACTIVITIES

1. The students will make a chart listing the basic skills needed to perform various school activities.

2. Students will discuss the skills needed to perform sports well (examples: fariness, sportsmanship, muscle coordination, etc.)

3. Students will bring hobbies and set them up in the room for a hobby show. As the children show their hobbies, they will explain skills needed to perform each one. If the community sponsors a hobby show, the students can visit the show on a field trip.

4. Students will choose a person who is outstanding in sports. In an outline form, the students will show how the person's interest in the sport developed, what skills are needed in the sport, what things the person learned on the way to the top, and who some interesting persons were that they met.

5. The students will invite to the classroom a person who has been outstanding in sports in the past, an athletic director, or a person whose hobby is in sports.

6. The students will observe high school students during an athletic practic session. A follow-up study will include a listing of the skills needed to perform the sport.

ENABLING ACTIVITIES (con't)

7. Students will visit a craft shop. A discussion after the visit will include the variety of hobbies offered for sale and skills needed to perform each hobby.

RESOURCES AND MATERIALS

1. Guest Speakers
   a. Local sport's figure
   b. Athletic director or staff member
   c. Hobbyists

2. Field Trips
   a. Hobby show
   b. Sports practice session
   c. Craft shop

3. Bulletin Boards
   a. Charts displayed
   b. Pictures of different types of sports and hobbies

COMPETENCY ASSESSMENT OF THE STUDENTS

1. On a teacher-made test, the students will list five skills necessary to a sport or hobby in which they are interested.

2. The teacher will evaluate the performance of the children when they demonstrate the basic skills necessary for a sport or hobby that they would like to perform.

3. The teacher will make a chart listing five basic school skills. The teacher will ask the students to compare the school skills with basic skills used in a sport or hobby.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

SELF AWARENESS

INTERMEDIATE GRADES

CONCEPT #12: People are who they think they are, who others think they are, and who they really are.

PERFORMANCE OBJECTIVES

1. At the conclusion of this unit, all students will be able to identify three of their strong points.
2. At the conclusion of this unit, 85% of the students in the class will be able to identify three strong points that another child in class feels they possess.
3. At the conclusion of this unit, 85% of the students will be able to make a comparison in writing of what they thought their individual strong points were at the beginning of the unit with what they feel their strong points are at the end of the study.

ENABLING ACTIVITIES

1. Students will draw pictures of themselves.
2. Students will write stories which are titled "I am the person who . . . ."
3. Students will draw pictures of a person they would like to be, writing a paragraph at the bottom of the picture giving reasons for their choice.
4. Students will write a paragraph telling about another student in the class, listing only positive characteristics.
5. Students will invite a counselor or psychologist to the classroom to discuss the formation of positive self concepts.

SELF AWARENESS
INTERMEDIATE GRADES
CONCEPT # 12
SIDE 2

RESOURCES AND MATERIALS

1. Guest Speakers
   a. Guidance counselor
   b. Psychologist

2. Supplies and Materials
   a. Filmstrip: Who Am I? (Eyegate)

3. Bulletin Boards
   a. Display of student drawings of themselves and their writing activities

COMPETENCY ASSESSMENT OF THE STUDENTS

1. On a teacher-made questionnaire, the teacher will ask the students to list three strong points they feel they possess and three strong points that others in the class feel they possess.

2. Students will write a paragraph giving a comparison of strong points they felt they had at the beginning of the unit with the strong points they feel they have at the end of the study.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

SELF AWARENESS

INTERMEDIATE GRADES

CONCEPT #13: Individuals vary in aptitude, ability, and interests.

PERFORMANCE OBJECTIVES

1. At the end of this unit, 85% of all students will be able to list five activities they can do well.

2. At the end of this unit, 85% of all students will be able to list five interests of their fellow students to compare with their own interests.

3. At the end of this unit, students will explain orally or in writing to the teacher a skill they are able to perform well.

ENABLING ACTIVITIES

1. Teacher will administer an interest inventory to determine student interests.

2. Students will hold a group discussion of interest in life. They will compare their interests with one another. Students will cut out pictures of their special interest activities to display on the bulletin board.

3. The teacher will ask the studentsto demonstrate to the class a skill they can do well.

RESOURCES AND MATERIALS

1. Guest Speakers
   a. The teacher will use interest inventory results in selecting a speaker the children could relate to their special interests.

2. Supplies and Materials
   a. Interest inventory
   b. Students will bring their own materials to school in order to demonstrate skills they can do well.
   c. Magazines

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SELF AWARENESS
INTERMEDIATE GRADES
CONCEPT #13
SIDE 2

RESOURCES AND MATERIALS (con't)

3. Bulletin Boards
   a. A picture display of various interests of the children.

COMPETENCY ASSESSMENT OF STUDENTS

1. On a teacher-made test, students will list five activities they do well and five interests their fellow students have.

2. In an oral examination the students will explain to the teacher a skill they do well

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SELF AWARENESS

INTERMEDIATE GRADES

CONCEPT #14: Each person is a member of the society.

PERFORMANCE OBJECTIVES

1. By the conclusion of this unit, the students will be able to demonstrate that every person, regardless of age, contributes to society.

ENABLING ACTIVITIES

1. The students will make a picture collage showing people contributing to society in hobbies or on their jobs.
2. Students will make a list of their contributions to society.
3. Students will role play one method of contributing to society.
4. Students will ask guest speakers to the classroom to discuss their hobbies and work activities (examples: gardening hobbyist, students working their way through college).
5. Students will visit a housing project for senior citizens to interview the residents on their contributions to society in the past and present.

RESOURCES AND MATERIALS

1. Guest Speakers
   a. Retired person with a hobby
   b. Work-study student
2. Field Trips
   a. Senior citizens housing project
3. Supplies and Materials
   a. Pencil, paper, glue, old magazines for collages
4. Bulletin Boards

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SELF AWARENESS
INTERMEDIATE GRADES
CONCEPT #14
SIDE 2

COMPETENCY ASSESSMENT OF STUDENTS

1. In a teacher-made test, each student will list a minimum of one way pre-schoolers, young parents, the middle-aged, and senior citizens can contribute to society.

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SELF AWARENESS INTERMEDIATE GRADES

CONCEPT #15: Sex roles in today's society are changing rapidly.

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PERFORMANCE OBJECTIVES

1. At the conclusion of this unit, 85% of the students should be able to list five occupations in which sex roles have changed.

2. At the conclusion of this unit, a majority of the students will be able to identify one federal law relevant to the sex roles in occupations.

3. At the end of this unit, 85% of the students will be able to outline employment policies over the past ten years.

ENABLING ACTIVITIES

1. Students will list some occupations on the chalkboard in which sex stereotyping has changed.

2. Students will interview an individual who has crossed the sex stereotype line in occupations (examples: male nurse or secretary; female executive or plumber). Students will draw pictures of workers who have crossed sex barriers.

3. Students will write letters or visit a firm asking for information concerning changed policies of hiring, related to sex roles.

4. Students will do research and report to the class on federal laws concerning sex roles in occupations. The students will invite a local legislator to discuss new laws that prohibit hiring because of sex stereotyping.

SELF AWARENESS
INTERMEDIATE GRADES
CONCEPT # 15
SIDE 2

RESOURCES AND MATERIALS

1. Guest Speakers
   a. People in the community who have non-sex-stereotyped jobs
   b. A legislator to discuss relevant laws

2. Field Trips
   a. Industry (example: telephone company)

3. Supplies and Materials
   a. Encyclopedias
   b. Envelopes and stamps
   c. Chalk, chalkboard
   d. Paper, pencils

4. Bulletin Boards
   a. Display of pictures illustrating where sex barriers have been crossed

COMPETENCY ASSESSMENT OF THE STUDENTS

1. In a teacher-made test, students will list five occupations in which sex roles have changed; they will list a federal law related to this idea; and they will give a brief description of the employment policies of a firm over the past ten years.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

CAREER AWARENESS

INTERMEDIATE GRADES

CONCEPT # 7: People pursue occupations for many different reasons.

PERFORMANCE OBJECTIVES

1. By the end of this unit, 85% of the students will be able to name at least 5 occupations and list three reasons for each, why a person might choose a particular occupation.

2. By the end of this unit, each student will be able to discuss and give personal reasons for working in a certain occupation.

ENABLING ACTIVITIES

1. Students, as individuals or in groups, will interview at least five people to find out the kind of jobs they hold and the reasons they chose these particular jobs.

2. The teacher will administer an interest inventory.

3. The students will view the Wise Old Owl filmstrip "Pearl of Great Price."

4. The teacher and students will discuss at least three reasons that people may choose a particular occupation, and ask each student to write a paragraph discussing their personal reasons for selecting a particular occupation.

RESOURCES AND MATERIALS

1. Guest Speaker
   a. Each of five groups will be in charge of getting one resource person for each group to speak to the class.

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RESOURCES AND MATERIALS (cont.)

2. Field Trips
   a. Individual trips around the community listing material goods owned by different individuals (trucks, motorcycles, boats, etc.)

3. Supplies and Materials
   a. Barclay Classroom Climate Inventory and/or other interest test.
   b. Wise Old Owl filmstrip, "Pearl of Great Price."

4. Bulletin Board
   a. Teacher-made display.

COMPETENCY ASSESSMENT OF STUDENTS

1. Teacher will give a written test and observe students during a discussion to see if 85% of the class is able to name five occupations and list three reasons people may choose each of the occupations.

2. During a teacher-student conference, the student will try to demonstate a proficiency in discussing reasons for selecting a particular career.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

CAREER AWARENESS INTERMEDIATE GRADES

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CONCEPT #8: Some people make adult careers out of student sports and other interests.

PERFORMANCE OBJECTIVES

1. By the end of this unit, a majority of the students will be able to list five ways that hobbies and sports can enrich their lives.

2. By the end of this unit, a majority of the students will be able to describe in writing three reasons that they would choose a particular physical sport and three reasons that they would choose a particular individual hobby.

3. At the end of this unit, students will be able to describe orally adult careers that could stem from the sport or hobby that they have chosen.

ENABLING ACTIVITIES

1. As a group, students will discuss the importance of sports and hobbies to them now and the possibilities that the sports and hobbies could turn into adult careers later.

2. For three weeks during a special period every day, each student will participate in a chosen sport and a hobby. At the end of the three-week period, each student will write several paragraphs describing (1) three reasons for choosing each one, and (2) satisfactions and/or dissatisfactions derived from each of the activities. Contents of the reports will include five ways that hobbies and sports can enrich the students' lives.

3. Each student will give an oral report to the class that describes a career that could stem from the chosen sport or hobby, naming persons who now enjoy such a full-time occupation.

CAREER AWARENESS
INTERMEDIATE GRADES
CONCEPT #8
SIDE 2

ENABLING ACTIVITIES (cont.)

4. Students will ask as guest speakers persons whose jobs were once hobbies: museum curator, florist, knit shop office manager, coach, or hobby shop owner.

5. Students will take a field trip to visit a person whose hobby or sport is now their work.

6. Students will visit a hobby shop.

7. Students will find pictures of hobbies and sports for a bulletin board display.

RESOURCES AND MATERIALS

1. Guest Speakers
   a. Museum curator
   b. Florist
   c. Knit shop office manager
   d. Basketball, tennis, and golf coaches
   e. Hobby shop owner

2. Field Trips
   a. Visit someone whose hobby or sport is now their work
   b. Visit a hobby shop

3. Supplies and Materials
   a. Materials needed for each student's chosen sport and hobby.

4. Bulletin Boards
   a. The students will make a display of pictures of hobbies and sports which they have selected as their class activities.

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CAREER AWARENESS
INTERMEDIATE GRADES
CONCEPT #8
SIDE 3

COMPETENCY ASSESSMENT OF STUDENTS

1. The teacher will evaluate the written and oral reports of the students on their hobbies and sports.

2. The teacher will observe students as they participate in their chosen hobby and sport during the three-week period. Evaluation will be subjective, based on degree of interest.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

CAREER AWARENESS

INTERMEDIATE GRADES

CONCEPT # 9: Society is dependent on many workers.

PERFORMANCE OBJECTIVES

1. At the conclusion of this unit, a majority of the students will be able to name orally at least fifteen jobs with which they are involved daily and to list services that each of the jobs renders to them.

2. At the conclusion of this unit, a majority of the students will be able to list at least 10 of the 15 job clusters in the World of Work and two occupations from each cluster.
   a. Business and Office Occupations
   b. Marketing and Distribution Occupations
   c. Communications and Media Occupations
   d. Construction Occupations
   e. Manufacturing Occupations
   f. Transportation Occupations
   g. Agri-Business and Natural Resources Occupations
   h. Marine Science Occupations
   i. Environmental Control Occupations
   j. Public Services Occupations
   k. Health Occupations
   l. Hospitality and Recreation Occupations
   m. Personal Services Occupations
   n. Fine Arts and Humanities Occupations
   o. Consumer and Home-making - Related Occupations

ENABLING ACTIVITIES

1. Students will observe and list on the chalkboard workers who benefit them directly.

2. Students will cut out magazine pictures that illustrate the 15 job clusters for a bulletin board display.

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CAREER AWARENESS
INTERMEDIATE GRADES
CONCEPT # 9
SIDE 2

ENABLING ACTIVITIES (cont.)

3. Students will walk around a block downtown to list the number of job clusters that are represented in the business district.

4. Students will construct a model city or city block and list various jobs needed to keep it functioning effectively.

5. Students will be given a list of the 15 job clusters. Under each cluster, the students (as individuals or in groups) will list at least one job that is classified in each category.

6. Students will view the filmstrip, "Why Family Members Work."

7. Students will play the Popeye Bingo game.

RESOURCES AND MATERIALS

1. Guest Speakers
   a. Representative workers from the 15 job clusters.

2. Field Trips
   a. Students will walk around a block downtown to see how many of the 15 job clusters are represented in the business district.

3. Supplies and Materials
   a. Boxes, paint, etc., for constructing a model city
   b. Magazines
   c. Chalk/chalkboard
   d. Filmstrip, " Why Family Members Work"
   e. Popeye Bingo game

4. Bulletin Boards
   a. A student-made display of the 15 job clusters

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CAREER AWARENESS
INTERMEDIATE GRADES
CONCEPT # 9
SIDE 3

COMPETENCY ASSESSMENT OF STUDENTS

1. On a teacher-made completion test, the students will name at least 10 of the 15 job clusters and two occupations in each cluster.

2. Students, naming orally at least 15 jobs with which they are involved daily, will list services that each worker performs.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

CAREER AWARENESS

INTERMEDIATE GRADES

CONCEPT #10: Geographical settings affect work.

PERFORMANCE OBJECTIVES

1. By the end of this unit, a majority of the students will be able to list three occupations within their locality which are affected by the geographical location.

2. At the conclusion of this unit, a majority of the students will be able to list three geographical features of the locality which do or could create jobs and three features which handicap industry from locating in the vicinity.

ENABLING ACTIVITIES

1. On the chalkboard students will list local geographical features. A class discussion will follow which will bring out a minimum of three occupations which developed because of geographical factors of the area. Students will also discuss geographical features which handicap industry from locating in the vicinity.

2. Student will make a legend map which shows jobs available in the region that are affected by geographical settings. The teacher will use blank topographical maps and phone books for the activity.

3. Students will discuss that where they live may determine the type of job they hold in the future.

4. Students will ask a geologist to lead them on a field trip to a unique geographical setting in the area.

5. Students will view films or filmstrips on local geography.

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CAREER AWARENESS
INTERMEDIATE GRADES
CONCEPT #10
SIDE 2

RESOURCES AND MATERIALS

1. Guest Speaker
   a. Geologist

2. Field Trip
   a. Field trip to a unique geographical setting of the region

3. Supplies and Materials
   a. Topographical maps
   b. Phone books - old and new (listings in old phone books can be compared to show the development of industry, based on mineral discovery and development)
   c. Obtain lists of films and filmstrips that are available for use in the schools from the telephone company, oil companies, and the area film library.

4. Bulletin Boards
   a. Student-made legend map

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COMPETENCY ASSESSMENT OF STUDENTS

1. On a teacher-made test, students will list: a. Three occupations which are affected by geographical settings. b. Three geographical features of their locality. c. Three features which handicap businesses from locating in the area.

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CAREER AWARENESS INTERMEDIATE GRADES

CONCEPT # 11: Facts about careers come from many sources and experiences.

PERFORMANCE OBJECTIVES

1. By the end of this unit, 90% of the students will be able to:
   a. Name five sources from which career information can be obtained.
   b. Describe orally the procedure they would follow to obtain information about a career in which they are interested.

ENABLING ACTIVITIES

1. Students will research the different sources of information they could use in gathering information on careers.

2. Students will discuss the concept that computers and other automated equipment can store career information and make it available quickly. The teacher will discuss information that can be stored on computer cards.

3. The students will bring to the classroom a collection of various books and pamphlets that give detailed career information, and the teacher will bring the Vocational Guidance Quarterly, the Dictionary of Occupational Titles, and the Occupational Outlook Handbook.

4. Students will locate sources that will help them locate job opportunities that are available to them: talking with other people, reading newspaper advertisements, researching classified telephone directories and trade publications, and consulting school and employment service counselors.

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CAREER AWARENESS
INTERMEDIATE GRADES
CONCEPT # 11
SIDE 2

RESOURCES AND MATERIALS

1. Supplies and Materials
   a. Job information pamphlets and books
   b. Telephone books and trade publications
   c. Computer cards

2. Bulletin Boards
   a. Sources of career information

COMPETENCY ASSESSMENT OF STUDENTS

1. The teacher will ask the students to name orally five sources from which career information can be obtained and to explain processes of obtaining this information.

2. Teacher-student conferences will center on how well each member of the class has applied the job resource information to a personal career selection.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

CAREER AWARENESS INTERMEDIATE GRADES

CONCEPT # 12 : A wide variety of occupations can be classified as indoor-outdoor, people-things-ideas, skilled-unskilled, and professional-technical jobs.

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PERFORMANCE OBJECTIVES

1. At the end of this unit, a majority of the students will be able to:
   a. List three jobs classed in each of the following job categories: indoor-outdoor, people-things-ideas, skilled-unskilled, and professional-technical jobs.
   b. List three reasons for choosing occupations listed in the various classifications
   c. Fit themselves into particular job classifications. In writing, students will explain the reasons the selected occupations are best suited for them.

ENABLING ACTIVITIES

1. Students will make comparison studies of the reasons that occupations are classed in different job categories.

2. Students will interview persons in each of the following occupational job classification areas: indoor-outdoor, people-things-ideas, skilled-unskilled, and professional-technical.

3. Students will study career resource materials to obtain information about training needed for various occupations.

4. The counselor will administer an interest inventory to the students.

5. Students will write an essay that explains their reasons for selecting a particular job classification as a possible career area.

CAREER AWARENESS
INTERMEDIATE GRADES
CONCEPT # 12
SIDE 2

RESOURCES AND MATERIALS

1. Guest Speakers
   a. Persons from several job classification areas
   b. Guidance counselor

2. Supplies and Materials
   a. Interest inventory
   b. Encyclopedias and bulletins about various types of occupations

3. Bulletin Boards
   a. A display of types of jobs and their classifications to illustrate particular job interest of students

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COMPETENCY ASSESSMENT OF STUDENTS

1. The teacher will evaluate the interest of each student in researching job classifications.

2. The teacher will administer a test on which students will match jobs to one of the following job classifications: indoor-outdoor, people-things-ideas, skilled-unskilled, and professional-technical.

3. The teacher will evaluate the student essays on their reasons for selecting a particular job category as a possible career area.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

INTERMEDIATE GRADES

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CONCEPT # 13: Some people assume responsibilities in work roles early in life.

PERFORMANCE OBJECTIVES

1. By the end of this unit, a majority of the class members will be able to name three salaried jobs which students can perform now.

2. By the end of this unit, a majority of the students will be able to name three volunteer jobs they can perform now.

ENABLING ACTIVITIES

1. Students will discuss pay and volunteer jobs that are available at the school or in the community. The discussion will include job titles, job duties, being responsible, "stick-to-itiveness," being on time, and thoroughness.

2. Students will interview a personnel director and/or a parent who hires young people.

3. While touring the school facility, students will interview school workers to learn the adult job responsibilities and to inquire if student help is needed.

4. Students will contract for one job outside of school, pay or volunteer.

5. School workers will visit the classroom to discuss their work roles. Students will volunteer services within the school setting by applying for being interviewed for the jobs. The teacher will rotate the jobs on a weekly basis.

6. Students will make mini-posters or booklets on jobs they are performing at school.

7. Students will watch the Eye-Gate filmstrip, "Working for Someone Else."

8. The students will interview a government worker who decides in which jobs juveniles may work.

CAREER AWARENESS
INTERMEDIATE GRADES
CONCEPT # 13
SIDE 2

ENABLING ACTIVITIES (cont.)

9. Students will study newspaper and company bulletin ads to compile a list of job titles that students could fill now. The students will organize a "Help Wanted" list to post on the bulletin board.

10. Students will invite to the classroom persons who employ teen-agers to talk about their hiring procedures, personality qualities, and skills needed.

JURCES AND MATERIALS

1. Guest Speakers
   a. School workers who will describe their jobs
   b. Personnel directors who hire young people for newspaper routes or as grocery sackers, baby sitters, yardkeepers, home cleaners, farm hands, and gardeners
   c. Juvenile officer who determines the kinds of work in which young people may participate

2. Field Trips
   a. A trip through the school to observe areas where students could work

3. Supplies and Materials
   a. Art paper/ paints for mini-posters
   b. Paper/pencils for booklets
   c. School job application forms
   d. Official-looking contracts for pay and volunteer jobs
   e. Projector/film: Eye-Gate's "Working for Someone Else"
   f. Newspapers or company bulletins for obtaining names of available jobs

4. Bulletin Boards
   a. A display of the students' booklets or mini-posters on their pay and volunteer jobs
   b. "Help Wanted," a list of jobs that are available to students at the school or in the community

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CAREER AWARENESS
INTERMEDIATE GRADES
CONCEPT # 13
SIDE 3

COMPETENCY ASSESSMENT OF STUDENTS

1. The teacher with the students individually will evaluate subjectively a checklist of at least three jobs at school in which students participated. Criteria will be judged on their abilities at reaching standards of performance.

2. On a teacher-made test, students will name three volunteer and three paying jobs that they can perform now.

3. The teacher will evaluate the mini-posters or booklets the students made on their jobs in the community or at school; creativity, thoroughness of the content, and neatness will also be used in grading.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

CAREER AWARENESS INTERMEDIATE GRADES

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CONCEPT # 14: Occupations require different knowledge, abilities, and aptitudes.

PERFORMANCE OBJECTIVES

1. By the conclusion of this unit, each student will be able to name 15 occupations and arrange them into one of three areas that fit the major factor with which they deal: people, things, and ideas.

2. At the conclusion of this unit, 85% of the students will select a job which deals primarily with people, things, or ideas and tell why they would select it over a job that deals with the other two categories.

3. At the conclusion of this unit, 85% of those students who selected a job in the "people" category will demonstrate two skills necessary in working with people.

4. During this unit, 85% of the students who selected a job in the "things" category will pass a certain proficiency level as determined by the teacher in the operation of a filmstrip projector and a record player (certificate issued to those passing).

5. During this unit, 85% of the group who selected a job in the "ideas" category will draw or write instructions for an idea of a toy that they have invented.

ENABLING ACTIVITIES

1. Students will discuss jobs in each of the following categories:
   a. People
   b. Things
   c. Ideas

2. Students will interview one person from each of these three areas.

CAREER AWARENESS
INTERMEDIATE GRADES
CONCEPT # 14
SIDE 2

ENABLING ACTIVITIES (cont.)

3. For a bulletin board display, students will bring pictures to place under the three headings:
   a. People Jobs
   b. Things Jobs
   c. Ideas Jobs

4. Class members will role play jobs in each of the three areas. The rest of the class will guess the occupation.

5. The teacher will show that the categories overlap in that some people work with all three areas.

RESOURCES AND MATERIALS

1. Guest Speakers
   a. Community or school people from each of the three areas

2. Supplies and Materials
   a. Magazines for pictures
   b. Certificates of proficiency

3. Bulletin Boards
   a. Students will bring pictures of people working for three columns labled: People, Things, and Ideas.

COMPETENCY ASSESSMENT OF STUDENTS

1. On a teacher-made test, students will list and match 15 occupations with three areas: people, things, and ideas.

2. Each student, on an individual basis will demonstrate to the teacher, certain proficiencies with one of the three areas - People, Things, or Ideas.

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CAREER AWARENESS
INTERMEDIATE GRADES
CONCEPT # 14
SIDE 5

COMPETENCY ASSESSMENT OF STUDENTS (cont.)

3. Students will select one of the three areas and, in writing, give the reasons that it was chosen over the other two job categories.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

CAREER AWARENESS

INTERMEDIATE GRADES

CONCEPT #15: The learning of basic skills has carry-over into many occupations.

PERFORMANCE OBJECTIVES

1. At the conclusion of this unit, a majority of the students will be able to tell orally how reading, math, and one other subject may relate to a specific occupation later in life.

ENABLING ACTIVITIES

1. Students will interview individually or in small groups various community workers in order to gain insight into the ways school-learned skills help the workers in their occupations. The interviews may take place in the classroom or at the job site.

2. Students as individuals or in small groups, will make a comprehensive study of an occupation to show school-learned activities carry over into an effective performance of a job later in life.

3. Students will participate in teacher-structured role-play situations which workers cannot perform well because they did not learn basic skills in school. Examples: a. a clerk who has trouble making change, b. a typist who cannot spell proficiently.

RESOURCES AND MATERIALS

1. Guest Speaker
   a. Personnel managers from local industry to speak on basic skills they expect their beginning workers to perform.
   b. Community workers who use school-learned skills in their present jobs.

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RESOURCES AND MATERIALS (cont.)

2. Field Trips
   a. Students, as individuals or in groups, will observe workers at their job site to learn how school-learned skills help them on their jobs.

3. Supplies and Materials
   a. Paper/pencil for interviews.
   b. Tape recorder.

4. Bulletin Boards
   a. The words "Reading, Math, Social Studies," etc., will be written on construction paper that has been cut in the shape of tools. Title of the display will read "Tools for Future Work."

COMPETENCY ASSESSMENT OF STUDENTS

1. The teacher will evaluate classroom discussion and oral report in which students tell how reading, math, and one other subject will relate to their life's work.

2. For one week students will keep a record of examples of what they are learning that will relate to a future job.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

CAREER AWARENESS

INTERMEDIATE GRADES

CONCEPT #16: Career choice is a developmental process.

PERFORMANCE OBJECTIVES

1. By the end of this unit, 90% of the students will name five occupations they can eliminate as a choice and the reasons why.

2. At the conclusion of this unit, 90% of the students will be able to name five possible career choices and why they think the choices are wise ones.

3. During the unit, a majority of the students will keep personal notes on information gained which influenced their career choice.

ENABLING ACTIVITIES

1. The students, in the classroom or at job sites, will interview five people to find out their occupations and how they came to choose a particular career.

2. The teacher will administer an interest inventory to the students.

3. The students will interview three people who changed occupations to find out the circumstances that caused the changes.

4. The teacher will discuss with the students how their career choices have changed during the last three or four years and some of the reasons for changing.

RESOURCES AND MATERIALS

1. Guest Speaker
   a. Community resource people

2. Field Trips
   a. Community work sites

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CAREER AWARENESS
INTERMEDIATE GRADES
CONCEPT # 16
SIDE 2

RESOURCES AND MATERIALS (cont.)

3. Supplies and Materials
   a. Interest inventory (teacher-made version of the Ohio Vocational Interest Survey)
   b. Student notebooks

4. Bulletin Boards
   a. "Some things to consider in choosing a career"

COMPETENCY ASSESSMENT OF STUDENTS

1. Each student will list five careers they have eliminated and explain why.

2. Working in groups of five, students will name orally five possible career choices and give two reasons for each choice made. The other group members will evaluate each person in the group on how sound the information was which pre-determined the career choices.

3. Each student will turn in to the instructor a personal notebook which was prepared in connection with the unit.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

APPRECIATIONS AND ATTITUDES — INTERMEDIATE GRADES

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CONCEPT #4: Attitude about school affects learning.

PERFORMANCE OBJECTIVES

1. By the end of the unit, all students will be able to list five factors that affect their quality of performance at school.

2. By the conclusion of this unit, students will be able to describe in writing their feelings toward school.

3. At the conclusion of the unit, 90% of the students will be able to give two examples of how good and bad attitudes can affect their work at school.

ENABLING ACTIVITIES

1. On the chalkboard the instructor will write factors that students suggest which affect their performance at school.

2. Members of the class will name three reasons th nt should produce quality work at school.

3. Members of the class will name three reasons that students sometimes produce poor quality work at school.

4. The teacher will administer one test on which all students succeed and administer a second test on which all students fail. After the two tests, the class members will discuss with the teacher the different feelings they experienced while taking the tests.

5. Students will write a paragraph that describes their feelings toward school.

6. Students will draw cartoons that illustrate their feelings toward school.

7. The principal or counselor will discuss e importance of a good attitude at school. A person in the community will discuss the import e of a good attitude on the job.

APPRECIATIONS AND ATTITUDES
INTERMEDIATE GRADES
CONCEPT #4
SIDE 2

RESOURCES AND MATERIALS

1. Guest Speakers
   a. An individual who can demonstrate to the children the importance of a good attitude:
      . the principal or a counselor.
   b. An employer at a drive-in who hires high school students.

2. Supplies and Materials
   a. Chalkboard/chalk
   b. Paper/pencil

3. Bulletin Boards
   a. For a display, YOUR ATTITUDE IS SHOWING, students will draw cartoons to illustrate their feelings about school.

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COMPETENCY ASSESSMENT OF STUDENTS

1. In an oral activity, the teacher will observe students who contribute to a class discussion on a minimum of five factors that affect the students' quality of performance at school.

2. The teacher will evaluate the paragraph in which each student describes feelings toward performance at school.

3. The students will be asked to give two examples of how good and bad attitudes can affect their work at school.

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APPRECIATIONS AND ATTITUDES

INTERMEDIATE GRADES

CONCEPT #5: Respect for all types of work is important.

PERFORMANCE OBJECTIVES

1. By the end of the unit, students will be able to list seven jobs and describe the importance of each job in the smooth operation of the school.

2. By the end of the unit, students will be able to list five areas for which they, as individuals, are responsible in making the school function well.

ENABLING ACTIVITIES

1. Students, with the help of the instructor, will list seven jobs in the school environment on the chalkboard.

2. Students will interview as many school workers as possible. They may receive individual assignments or work in small groups to interview the workers at their job sites, or students may ask the school workers to come to the classroom to be interviewed by the entire class.

3. Students will role play the jobs of the school personnel.

4. Students will write essays explaining their individual responsibilities for making the school function well.

5. Students will make a mural showing student and school worker activities that take place during a school day.

RESOURCES AND MATERIALS

1. Guest Speakers
   a. School personnel

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APPRECIATIONS AND ATTITUDES
INTERMEDIATE GRADES
CONCEPT #5
SIDE 2

RESOURCES AND MATERIALS (cont.)

2. Field Trips
   a. Tour of the school facility to interview workers in the school.

3. Supples and Materials
   a. Chalk/chalkboard
   b. Butcher paper, paints to make a mural
   c. Paper/pencil

4. Bulletin Boards
   a. Display mural showing activities of a school day.

COMPETENCY ASSESSMENT OF STUDENTS

1. In a teacher-made test, students will match school to their job functions at the school.

2. In separate paragraphs students will name five areas for which they are responsible in making the school function well.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

APPRECIATIONS AND ATTITUDES — INTERMEDIATE GRADES

CONCEPT #6: A student's contribution to the community enhances the wealth and productivity of the community.

PERFORMANCE OBJECTIVES

1. By the end of this unit, 90% of the students will be able to list five ways they contribute to their community and five ways their community contributes to the nation.

2. By the end of this unit, 90% of the students will be able to list five jobs that are essential to the nation.

ENABLING ACTIVITIES

1. The students will visit a large industry to observe contributions the industrial workers make to the nation and to the community.

2. A guest speaker who works in the area of natural resources will speak on how natural resource products add to the national wealth.

3. Several workers will speak to the class on the contributions they feel they are making to the community and to the nation.

4. Students will make a collage on their state's natural resources, entitling it "My States Contribution to the Wealth of the Nation."

5. Students will make a list and discuss the way they can contribute to the community.
   Examples:
   a. Keep the community clean
   b. Don't damage public or private property
   c. Obey the community laws
   d. Show respect and appreciation to local workers in the community

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APPRECIATIONS AND ATTITUDES
INTERMEDIATE GRADES
CONCEPT #6
SIDE 2

RESOURCES AND MATERIALS

1. Guest Speakers
   a. Speaker in a natural resource industry
   b. Workers to speak on how they feel they contribute to the community and the nation

2. Field Trips
   a. General Electric
   b. Texas Gas Corporation
   c. Steel Mill or to other industry locations

3. Supplies and Materials
   a. Old magazines and construction paper for collages

4. Bulletin Boards
   a. Display student collages

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COMPETENCY ASSESSMENT OF STUDENTS

1. On a teacher-made test students will:
   a. List jobs that contribute to the nation's wealth
   b. List ways they personally contribute to the community

2. The teacher will evaluate the students participation in class discussions and with the guest speakers.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

APPRECIATIONS AND ATTITUDES — INTERMEDIATE GRADES

CONCEPT # 7: Each person benefits from the work of many people in the community.

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PERFORMANCE OBJECTIVES

1. At the end of this unit, 85% of the students will be able to list the services of four workers in the community who made contributions to the community and to the students personally.

ENABLING ACTIVITIES

1. Students will interview four or more community workers in the classroom or at their places of business to discover several contributions made by each of the community workers to the community and to the students personally.

2. Students will list on the chalkboard some workers who provide services to meet community needs and other workers who provide services to meet personal needs. They will cut pictures of the workers from magazines to make a bulletin board display.

3. Students will participate in role-playing situations in which community workers are needed (examples: when students have a toothache, they go to the dentist; when lightning strikes a transformer and all the electricity goes off in the neighborhood, a serviceman from the power company is called in to make repairs; to look nice for a portrait they plan to have made, a family goes to the barbershop and beauty salon to have their hair shampooed and shaped.)

RESOURCES AND MATERIALS

1. Guest Speakers
   a. Four or more community workers who perform services in the community

APPRECIATIONS AND ATTITUDES
INTERMEDIATE GRADES
CONCEPT # 7
SIDE 2

RESOURCES AND MATERIALS (cont.)

2. Field Trips
   a. Places to see community workers in action

3. Supplies and Materials
   a. Paper and pencil for interview notes
   b. Chalkboard/chalk

4. Bulletin Boards
   a. Display showing workers and the services they provide to meet community and personal needs

COMPETENCY ASSESSMENT OF STUDENTS

1. Students will turn in the following lists:
   a. Four community workers who affected their lives that day and the service each performed.
   b. A contribution each of the four workers made to the community.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

APPRECIATIONS AND ATTITUDES — INTERMEDIATE GRADES

CONCEPT #8: Persons' work contributes to their own satisfaction.

PERFORMANCE OBJECTIVES

1. At the end of the unit, 85% of the students will be able to list two school activities in which they are satisfied with their own performances.

2. At the end of this unit, 85% of the students will be able to list three satisfying jobs that their parents perform.

ENABLING ACTIVITIES

1. Students will make a list of activities which occur at school in which they are satisfied with their performances.

2. Students will make a list of activities at school in which they would like to improve their performances.

3. The students will participate in a group discussion in order to help each other in areas which need improvement to reach their personal performance goals.

4. Students will interview their parents at home or in the classroom in order to list some jobs that their parents find satisfying. Students may tape their interview sessions to share with other classmates.

5. After a role-playing activity, students will make comparisons of jobs done well which bring about a feeling of satisfaction and jobs done poorly that do not bring about a feeling of satisfaction.

6. Students will make a checklist of guidelines they need to follow in order to do an activity well.

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APPRECIATIONS AND ATTITUDES
INTERMEDIATE GRADES
CONCEPT #8
SIDE 2

ENABLING ACTIVITIES (cont.)

7. Students will interview persons in the community who are known for enjoying their work. Students will tape record and/or videotape the sessions to be able to review the different non-verbal ways the persons were able to let the students know they liked their work. Students will ask the persons to describe how their jobs contribute to their own satisfactions.

8. Students will visit a drug store, grocery store, filling station, or watchmaker to see if the workers seem to enjoy their jobs. Students will name facial and body movements which suggested whether or not the workers liked their jobs.

RESOURCES AND MATERIALS

1. Guest Speakers
   a. Parents, either at home or in the classroom
   b. People in the community who are known for enjoying their work.

2. Field Trips
   a. A field trip to a business to observe the workers to see if they appear to enjoy their jobs.

3. Supplies and Materials
   a. Tape recorder
   b. Video tape

4. Bulletin Boards
   a. The teacher will list school activities and guidelines needed to perform activities well
   b. Samples of student work that are well done

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APPRECIATIONS AND ATTITITUDES
INTERMEDIATE GRADES
CONCEPT #8
SIDE 3

COMPETENCY ASSESSMENT OF STUDENTS

1. On a teacher-prepared checklist, students will choose two activities they feel they have performed well.

2. Students will turn in a list of five jobs their parents found satisf ing.

3. Students will describe a job they like and one they dislike and rela e their feelings of satisfaction or disatisfaction toward each.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

APPRECIATION FOR [illegible]

INTERMEDIATE GRADES

CONCEPT # 9: In a democratic society, people are free to choose their own occupations.

PERFORMANCE OBJECTIVES

1. At the conclusion of this unit, 85% of the students will be able to list five freedoms that are available to a person in a free society.

2. At the end of this unit, 85% of the students will be able to define "Pursuit of Happiness."

3. At the end of this unit, 85% of the students will list three controls placed on job selection in the Soviet Union.

4. At the end of this unit, 85% of the students will decide between choosing their own occupation and having their occupations assigned.

ENABLING ACTIVITIES

1. The students will read and discuss the first amendment to the United States Constitution. Students will ask a lawyer to the classroom to discuss the amendment and the meaning of the term "pursuit of happiness."

2. After students read the fifteenth amendment, the class will discuss the meaning of the amendment. Students will list freedoms available to persons in a free society that are not available to persons in a dictatorship.

3. Students will research materials in the classroom or the library to obtain information on limitations of choice making placed on people in the Soviet Union.

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APPRECIATIONS AND ATTITUDES
INTERMEDIATE GRADES
CONCEPT # 9
SIDE 2

ENABLING ACTIVITIES (cont.)

4. Students will take part in an activity that will help them examine their feelings about free selection and forced assignments:

   a. One student will assign one of the occupations on the following list to each member of the class:

      (1) Dusting erasers
      (2) Emptying trash cans
      (3) Mopping the floor
      (4) Cleaning the rest rooms
      (5) Planting a tree
      (6) Washing the chalkboard
      (7) Picking up paper on the playground
      (8) Making a bulletin board
      (9) Interviewing the principal
      (10) Typing a letter
      (11) Drawing a picture
      (12) Playing basketball
      (13) Working in the cafeteria

   Students will perform the job.

   b. One student will ask students in the class to choose the job on the list that they would like to perform. Students will perform the job.

   c. Students will fill out the following checklist about their feelings toward their job performances:

      (1) Did you prefer the job that was assigned to you? yes no
      (2) Did you prefer the job that you chose yourself? yes no
      (3) Was your attitude toward the person who assigned you your job a good attitude? yes no
      (4) Was your attitude toward the job you chose yourself a a good attitude? yes no
      (5) Did you perform the job you chose yourself better than the job you were assigned to? yes no
      (6) Was the job assigned to you too difficult for you to handle? yes no
      (7) Was the job you chose yourself easier than the job that was assigned to you? yes no
      (8) Did you choose the job you were allowed to select because it was easy? yes no
      (9) Did you choose the job you were allowed to select because it seemed to be an interesting one that you would enjoy doing? yes no

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APPRECIATIONS AND ATTITUDES
INTERMEDIATE GRADES
CONCEPT # 9
SIDE 5

ENABLING ACTIVITIES (cont.)

(10) Do you like the idea of freedom of choice? yes no
(11) Do you feel better inside when someone, rather than you, chooses a job for you to perform? yes no
(12) Did you enjoy this activity? yes no

d. Students will write a paragraph in which they explain the reasons they chose the job they were allowed to select themselves.

RESOURCES AND MATERIALS

1. Guest Speakers
   a. Lawyer

2. Supplies and Materials
   a. Resource materials on Russia
   b. Copy of the "Bill of Rights"
   c. Checklist on free selection and forced assignments

3. Bulletin Boards
   a. In a FREEDOM TO CHOOSE bulletin board display, students will list freedoms they discussed during this unit

COMPETENCY ASSESSMENT OF STUDENTS

1. The teacher will examine the student list of five freedoms available to people in a free society.

2. The teacher will talk with students in small groups about their definitions of "pursuit of happiness."

3. In a group discussion technique, the teacher will evaluate the research of the students on controls placed on some of the people living in the Soviet Union.

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APPRECIATIONS AND ATTITUDES
INTERMEDIATE GRADES
CONCEPT # 9
SIDE 4

COMPETENCY ASSESSMENT OF STUDENTS (cont.)

4. The teacher will evaluate the student checklist and paragraph explanation of their free selection and forced assignment activity.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

DECISION MAKING

INTERMEDIATE GRADES

CONCEPT #3: Students need to become aware of cause and effect of decisions, and they must accept the consequences of their own decisions.

PERFORMANCE OBJECTIVES

1. By the end of the unit, 85% of the students will be able to role play a decision at school which has adverse consequences for the students.

2. By the end of the unit, 85% of the students will be able to give examples which prove that decisions need to be made in the school setting.

ENABLING ACTIVITIES

1. The teacher will display and discuss with students pictures (from Band-Aid) which depict cause-effect of decisions. Students will write stories about the pictures.

2. Student will role play activities which demonstrate the consequences of decisions (example: (a) a boy loves to play practical jokes; one of his "jokes" backfires and his best friend's feelings are hurt. (b) a student chooses to attend a party rather than study for a test. (c) a basketball player decides he is so good that he doesn't need to practice; his team loses an important game and everyone blames him. (d) a student decided to enroll in all the "easy" classes in high school, some of which do not adequately prepare her for the course of study she wants to take in college. (e) a student wants to enter the armed forces after she graduates from high school but she doesn't know enough about the current trainee programs to know if she is making a good decision). The students will invite the following guest speakers to discuss decision making: a basketball player, recruiter from one of the armed forces, and a high school senior.

3. The teacher or a good reader in the class will read the following books to discuss the decisions the characters had to make:
   a. Chapter #1 in Follow My Leader by James Garfield.
   b. Island of the Blue Dolphin

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DECISION MAKING
INTERMEDIATE GRADES
CONCEPT #3
SIDE 2

ENABLING ACTIVITIES (cont.)

c. The Box Car Children
d. My Side of the Mountain by Jean George
e. Matthew, Mark, Luke, and John by Pearl Buck

4. Students will write stories about decisions they have made in the past and the good or bad outcomes of the decisions.

5. The students will view and discuss the following Eye-Gate materials:
   a. "Right, Wrong, or Maybe"
   b. "Fantasy to Learn From Kit"
   c. "Fables from Today's World Kit"

6. The students will discuss story starters from the NEA Journal.

7. A guest speaker from the Green River Comprehensive Care Center will discuss the steps in decision making and the ways emotions are tied into decision making.

RESOURCES AND MATERIALS

1. Guest Speakers
   a. Basketball player
   b. Recruiter from the local branch of the Armed Forces
   c. High school senior
   d. Green River Comprehensive Care Center representative

2. Supplies and Materials
   a. Suggested books, as listed under Activity #1
   b. Eye-Gate Filmstrips, as listed under Activity #5
   c. Pictures from Band Aid Co.

3. Bulletin Boards
   a. Band Aid pictures and children's [illegible] about these
   b. Students stories about their decision making

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DECISION MAKING
INTERMEDIATE GRADES
CONCEPT #3
SIDE 3

COMPETENCY ASSESSMENT OF STUDENTS

1. The teacher will observe students as they role play school decisions which have had adverse effects. The students will explain a decision under the same circumstances that would have brought about a happier conclusion.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

DECISION MAKING

INTERMEDIATE GRADES

CONCEPT # 4: There are several steps in the decision-making process: (1) conflict, (2) risk, (3) objective-subjective, (4) analysis of alternatives, (5) self, and (6) cumulative.

PERFORMANCE OBJECTIVES

1. By the end of this unit, 85% of the students will be able to list the six steps in decision making.

2. By the end of this unit, 85% of the students will be able to identify the six elements of decision making which were involved in historical decisions.

3. By the end of this unit, 85% of the students will be able to identify orally the steps in decision making as they relate to their own report cards.

ENABLING ACTIVITIES

1. The teacher will discuss with the students the six steps in the decision making process.

2. The class will discuss the elements involved in the subjective area of report card grades.

3. Student will role-play a subjective teacher and an objective teacher as they make out their grade cards at the end of the year.

4. In studying a problem that the government is trying to solve now, as reported on in the local newspaper, students will outline steps they would take in solving the problem. They will visit a site that relates to the problem.

5. Students will interview persons in the community (example: state representative or senator) to survey the many ways they might go about solving the problem listed in Activity # 4.

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DECISION MAKING
INTERMEDIATE GRADES
CONCEPT # 4
SIDE 2

ENABLING ACTIVITIES (cont.)

6. Students will study a problem faced by government leaders in history. They will discuss their methods of arriving at a decision that would have proved more beneficial to the country today, if those people had known then what the consequences would be in this generation (example: conservation, legislation, highway routes, building codes).

7. Students will role-play a conflict and a risk (example: a girl has a choice of going out of town to her grandmother's for the weekend with her parents or staying in town with an aunt so she can attend a party at her best friend's house. She loves to visit her grandmother and she knows she would enjoy the trip. She wants to go to the party, too, because it will be an important social event of the year. However, she knows that one girl will be there with whom she does not get along, but she thinks she can manage to avoid the girl for the evening). The students will discuss the alternatives and the risks involved in each role-play activity.

RESOURCES AND MATERIALS

1. Guest Speakers
   a. State representative or senator

2. Field Trips
   a. Field trip to a site that relates to the legislative problem under study.
   b. Individual or class interview of persons in the community who will comment on methods of solving current government problems

3. Supplies and Materials
   a. Copies of blank student report cards
   b. Newspapers for choosing a current legislative problem to study

4. Bulletin Boards
   a. Sequence cards of Decision Making which students can manipulate

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DECISION MAKING
INTERMEDIATE GRADES
CONCEPT # 4
SIDE 3

COMPETENCY ASSESSMENT OF STUDENTS

1. Teacher will observe student's decision making in various structured situations.

2. Students will be asked to identify orally the steps involved in decision making.

3. In a paragraph, the students will write the steps that their teachers must take in deciding the grades which are assigned to all the students.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

SELF AWARENESS

MIDDLE SCHOOL

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CONCEPT #16: Life is not always a "high" or "low" experience.

PERFORMANCE OBJECTIVES

1. By the completion of this unit, each student will be able to discuss the fact that all members of the class have "high," "low," and "neutral" feelings during their lifetimes.

2. By the end of this unit, 90% of the students will be able to verbalize the feelings of "high," "low," and "neutral" feelings as they pertain to class members individually.

3. At the end of the unit, each student will be able to compile a list of those things which seem to make them "high" or "low."

4. At the end of the unit, 90% of the students will be able to demonstrate a method of selecting some activity which makes them feel "better" or "higher" at times when they feel depressed.

ENABLING ACTIVITIES

1. Students, in small groups, will discuss "What makes me 'high' and what makes me 'low.'" Each group will compile a list of commonalities of the feelings to share with the other groups.

2. Each student will bring pictures that illustrate the "highs" and "lows" of their lives. The pictures will be taped to one wall of the classroom.

3. A panel made up of a psychologist, the school counselor, parents, and students will discuss different ways to "get high" or "feel good." Examples of possible discussion points may include: sunshine, alcohol, dope, love, sex, money, people, religion, nature, and travel. The activity will be concluded with the playing of John Denver's record of "Sunshine on My Shoulder."

SELF AWARENESS
MIDDLE SCHOOL
CONCEPT #16
SIDE 2

ENABLING ACTIVITIES (cont.)

4. Students, in groups, will discuss the following statements:

   a. Almost all feelings are learned behaviors. Individual interpretation of the surrounding environment, based on these learned behaviors, made us feel "good" or "bad."

   b. Lows are basically caused by conflicts in our value system. Many times persons can change their feelings by changing their activities or the method of viewing the situation which caused them to be depressed.

5. The students will participate in an activity which they feel will make them feel good (examples: going on a class picnic, swimming at the Y, singing to guitar music, putting on skits, wearing silly clothes to school one day). Back in the classroom students will discuss if they felt "good," "bad," or "neutral" about the experience.

RESOURCES AND MATERIALS

1. Guest Speakers
   a. Psychologist
   b. Counselor
   c. Parents

2. Field Trips
   a. A site to go where students can experience a "high"

3. Supplies and Materials
   a. Scissors
   b. Masking tape
   c. Recorder for playing John Denver's record of "Sunshine on My Shoulder"

4. Bulletin Board
   a. Students will list words that cause them to be "high" or "low"

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SELF AWARENESS
MIDDLE SCHOOL
CONCEPT #16
SIDE 3

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RESOURCES AND MATERIALS (cont.)

5. Other
   a. Students will cover one wall of the classroom with pictures of people who appear to feel "high" or "low" or "neutral."

COMPETENCY ASSESSMENT OF STUDENTS

1. The teacher will observe students when they verbalize their feelings of whether they are "high," "low," or "in between."

2. Given examples of lows and their general causes, the students will be asked to list methods of overcoming these feelings by naming alternative activities that would, at least, produce a neutral feeling and, at best, a "high" feeling.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

SELF AWARENESS

MIDDLE SCHOOL GRADES

CONCEPT #17: A person is one member of a society of people who have differing values, traditions and opinions.

PERFORMANCE OBJECTIVES

1. At the end of this unit, the majority of students, in a written test, will be able to define the terms "prejudice," "stereotype," and "bigotry," and will be able to point out one incidence of each term in themselves.

2. At the end of this unit, the majority of students, by oral discussion, will be able to name five instances that most physical handicaps are not complete handicaps, by describing the many skills and jobs persons can perform even though they are limited in some areas.

3. At the end of this unit, the majority of students, in individual debates, will be able to describe their feelings about maintaining gross national product at the expense of those disadvantaged and handicapped persons who would like to be in the labor force but who cannot produce as much as others because of language barriers, lack of education, stereotyping, and physical problems.

ENABLING ACTIVITIES

1. The students will read "After You, My Dear Alphonse," a story dealing with one lady's stereotyping of blacks.

2. The students will discuss prejudices which they feel they hold individually and that persons in the United States hold as a nation.

3. The students will read "By the Waters of Babylon," a story dealing with the destruction of the world which is caused by the fact that knowledge was gained so quickly that the people in the world forgot first to be brothers in mankind.

4. The students will discuss customs, beliefs, and values which they feel everyone in their culture is expected to accept.

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SELF AWARENESS
MIDDLE SCHOOL GRADES
CONCEPT #17
SIDE 2

ENABLING ACTIVITIES (cont.)

5. The students will discuss persons they know or have heard of who have physical handicaps.

6. The students will read "The Scarlet Ibis," a story dealing with a child with physical handicaps; he overcomes some of these handicaps and lives an enjoyable life until his death, which occurs before he reaches the teenage years.

7. The students will debate the following issue: That the American Enterprise System must be willing to slow production in order to employ persons who are disadvantaged and handicapped.

RESOURCES AND MATERIALS

1. Guest Speaker
   a. Persons who have a physical handicap but have become successful.

2. Materials and Supplies
   a. Text - Outlooks Through Literature, 9th grade edition, or any collection which includes the stories "After You, My Dear Alphonse" and "By the Waters of Babylon."

3. Bulletin Board
   a. Pictures which indicate stereotypes.
   b. Pictures of persons who have overcome handicaps.

COMPETENCY ASSESSMENT OF STUDENTS

1. In a teacher-made test, students will answer questions over the three stories and will define the terms stereotype, prejudice, and bigotry.

2. The teacher will listen to the students during an oral discussion of values, traditions, and opinions, to ascertain that the students are attempting to overcome their prejudices.

3. The teacher will evaluate the student debate on the employment of minority group members and handicapped persons.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

SELF AWARENESS

MIDDLE SCHOOL

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CONCEPT #18: How leisure time is used plays an important part in a person's life.

PERFORMANCE OBJECTIVES

1. At the end of this unit, 90% of the students will be able to list a hobby that can become profitable.

2. At the end of this unit, 90% of the students will be able to list and describe a hobby that could become a career in later life.

3. At the conclusion of this unit, 90% of the students will be able to describe circumstances under which a hobby may or may not have lifetime duration.

4. At the conclusion of this unit, 90% of the students will be able to list two reasons for having a hobby.

ENABLING ACTIVITIES

1. Students will list the hobbies they like.

2. Students will rate the value of each hobby as to time consumption, later career possibility, money consumption, and persons sharing the hobby, by using the book Values Clarifications.

3. Students will chart hobbies as to aesthetic, mental, physical (or a combination) values.

4. Students and teacher will discuss that some hobbies are short-lived, while others last a lifetime.

SELF AWARENESS
MIDDLE SCHOOL
CONCEPT #18
SIDE 2

ENABLING ACTIVITIES (cont'd)

5. Students will choose a hobby in which they feel a profit can be made now, by manufacturing, advertising, and selling it. Students will make a poster advertising their hobby. They will visit a local sign painter's shop and invite a local newspaper ad writer to the classroom to learn good methods of advertising. Students will invite a Junior Achievement leader to the classroom to learn about the JA organization.

6. Students will ask persons in the community to come to the classroom to discuss a present-day full- or part-time occupation that grew out of a hobby.

RESOURCES AND MATERIALS

1. Guest Speakers
   a. Local newspaper ad writer
   b. Community person who developed a full- or part-time job out of a hobby
   c. Junior Achievement Leader

2. Field Trips
   a. To a sign painter's shop
   b. To a museum

3. Supplies and Materials
   a. Values Clarification by Sidney B. Simon, LeLand W. Howe and Howard Kirschenbarem, Hart Publishers, Co. Inc., 719 Broadway, New York, NY 10003.

4. Bulletin Boards
   a. Display advertising posters by students

5. Other
   a. Display advertising posters by students in the halls of the school.

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SELF AWARENESS
MIDDLE SCHOOL
CONCEPT #18
SIDE 3

EVALUATION OF STUDENTS

1. Teacher will keep a checklist of how many items of each student's hobby were sold at a profit as a result of the advertising posters.

2. Upon completion of this unit, students will be given a checklist of hobbies from which they will check those most suited to their interests and abilities.

3. The teacher will evaluate a description paragraph by the students on one of the following topics:

   a. A hobby that can become profitable.

   b. A hobby that could become a career in later life.

   c. Reasons to keep a hobby all one's life.

   d. Reasons to change hobbies throughout life.

   e. Reasons people have hobbies.

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SELF AWARENESS

MIDDLE SCHOOL

CONCEPT #19: Occupations require different knowledge, abilities, and attitudes.

PERFORMANCE OBJECTIVES

1. By the end of this unit, students will be able to identify their present responsibilities, aptitudes, and interests.

2. By the end of this unit, students will be able to identify responsibilities, aptitudes, and interests they wish to develop in the future.

3. By the end of this unit, students will be able to identify one or more occupations which are in keeping with their self-evaluations.

4. By the end of this unit, students will be able to identify one (or more) occupation which they are presently interested in pursuing.

ENABLING ACTIVITIES

1. Students will identify through oral presentations, in writing, or through art work, their present responsibilities, interests, and aptitudes. Students may use the Vocational Information for Education and Work (VIEW) reader-printer, the Occupational Outlook Handbook, or the Dictionary of Occupational Titles, and other materials for their activities.

2. Students will identify through oral presentations, in writing, or through art work, the responsibilities, interests, and aptitudes they wish to develop in the future.

3. Students individually will write on a small sheet of paper aptitudes of their classmates, The sheets will be folded and placed in a box. The papers will be drawn by students for the class to "guess who" the aptitudes belong to.

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SELF AWARENESS
MIDDLE SCHOOL
CONCEPT #19
SIDE 2

ENABLING ACTIVITIES (cont'd)

4. Students will research three or more occupations, concentrating on such things as typical workday activities, job skill and educational requirements, earnings, ways of getting started, prospects for employment, and rewards.

5. Students will interview one worker in the community in whose job the student has an interest. The interview may be by telephone or personal appointment.

6. Teachers and students will arrange for students as individuals or as a class to observe people on their jobs.

7. Students will identify, by means of an essay or an art project, one or more occupations which they believe are in keeping with their interests and abilities.

8. The students will identify an occupation they believe a classmate is suited for and give reasons for choosing it. Students will interview one another in order to obtain this information.

RESOURCES AND MATERIALS

1. Guest Speaker
   a. Interviews of community workers

2. Field Trips
   a. To work sites in the community

3. Supplies and Materials
   a. Occupational Outlook Handbook (O. O. H.)
   b. Dictionary of Occupational Titles (D. O. T.)
   c. VIEW reader-printer
   d. Career related books, pamphlets, films, filmstrips, etc.

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SELF AWARENESS
MIDDLE SCHOOL
CONCEPT #19
SIDE 3

RESOURCES AND MATERIALS (cont'd)

4. Hands-on Activities
   a. Art and/or construction project materials

5. Bulletin Boards
   a. Illustrations of career students are interested in

EVALUATION OF STUDENTS

1. The teacher will evaluate oral presentations, essays, art work, and research activities.

2. The students will take a teacher/counselor-made test to help students identify their short- and long-range responsibilities, aptitudes, and interests.

3. In an oral session, the teacher will ask each student to name an occupation he would like to enter as a career.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

SELF AWARENESS

MIDDLE SCHOOL

CONCEPT #20: Goal setting is important in acquiring necessary education and skill training for the job of one's choice.

PERFORMANCE OBJECTIVES

1. By the end of this unit, each student will be able to list five goals they have set in the past, showing how they succeeded or failed in reaching the goals.

2. At the conclusion of the unit, 90% of the students will be able to list two goals they have set for the future and the methods they plan to use in reaching their desired goals.

3. At the end of the unit, each student will be able to set an occupational goal, outlining steps necessary in reaching the goal.

ENABLING ACTIVITIES

1. The teacher will lead a class discussion on goal setting and the process of reaching these goals. The teacher will suggest something personal that the students want, and the students will suggest methods of reaching the goal. The teacher will list the goals set for this unit of study.

2. Each student will hand into the teacher a list of five goals they have set in the past, noting whether they were successful or unsuccessful in reaching them.

3. In groups of five, students will set a goal for the group and carry out the activity. After the group completes the activity, the group leader will describe the methods used to reach the group goal, sharing with the other class members the usefulness of setting goals before an activity is begun.

4. The students will research an occupation, using library materials and the VIEW reader-printer in selecting a job goal.

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SELF AWARENESS
MIDDLE SCHOOL
CONCEPT #20
SIDE 2

ENABLING ACTIVITIES (cont.)

5. Each student will develop a paper on the subject "My Occupational Goal." Information will include the educational and skill training needed, years to complete training, competencies required, financial needs, and related skills, such as meeting people communication abilities, social skills, and physical requirements.

6. Students will invite the manager of a business to the classroom to relate how goal setting is important in business, since businesses often fail when they do not reach their goals.

RESOURCES AND MATERIALS

1. Supplies and Materials
   a. Dictionary of Occupational Titles
   b. Occupational Outlook Handbook
   c. VIEW reader-printer
   d. Teacher-made handout on goal setting and methods of reaching goals.

2. Guest Speakers
   a. Manager of a business

3. Bulletin Boards
   a. Occupational goals set by the students will be listed under the caption INDIVIDUAL GOAL SETTING.

COMPETENCY ASSESSMENT OF STUDENTS

1. A pre-test on goal setting processes will be administered by the instructor.

2. The teacher will evaluate the lists handed in by the students on their past and future goals.

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MIDDLE SCHOOL
CONCEPT #20
SIDE 3

COMPETENCY ASSESSMENT OF STUDENTS (cont.)

3. The teacher will evaluate individual participation in discussion and small group activities.

4. The teacher will administrate a post-test in which an evaluation is made on the processes the students learned in goal setting. A comparison of results will be made with scores on the pre-test.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

CAREER AWARENESS

MIDDLE SCHOOL

CONCEPT #17: Most careers can be classified into fifteen job cluster areas.

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PERFORMANCE OBJECTIVES

1. At the conclusion of the unit, 75% of the students will be able to name the fifteen job clusters and, in addition, group 50 occupations from a list into the fifteen slots, with 80% accuracy.

2. By the end of the unit, students will have compared their individual abilities, interests, aptitudes, and past experiences to one of the job cluster areas.

3. By the end of the unit, all students will have tentatively selected one of the job clusters which includes an occupation they consider as a possibility for a future career.

4. At the conclusion of the unit, 85% of the students will be able to relate relevant information concerning three jobs: the education and/or training required, potential earnings, working conditions, job openings, and a job description of duties. In addition, 85% of the students will be able to list reasons for choosing the three jobs.

ENABLING ACTIVITIES

1. Class members will discuss the job clusters; class members will name jobs they already know and slot them into one of the fifteen job groups listed on the board.

2. Students will work with the school counselor in obtaining information on achievement and aptitude tests the students have taken previously. The counselor will help students interpret their scores.

CAREER AWARENESS
MIDDLE SCHOOL
CONCEPT #17
SIDE 2

ENABLING ACTIVITIES (con't)

3. Counselor and/or teacher will administer and help with the interpretation of occupational inventories (examples: Ohio Vocational Interest Survey, Kuder Occupational Preference Test, and Differential Aptitude Test with the Career Planning Questionnaire).

4. Teacher will help students research the fifteen job cluster areas. The teacher will assign or let several groups select one of the areas to present a report to the entire class. Students will invite guest speakers to the classroom or take field trips to the job sites.

5. The teacher will give students alternatives to gathering formation on selected career or careers (examples: Observation of workers, interview of workers, research in career resource center through use of the VIEW reader-printer, looking at film strips on career education, or looking up specific information in the Dictionary of Occupational Titles or the Occupational Outlook Handbook as well as any other available resource materials).

RESOURCES AND MATERIALS

1. Guest Speakers
   a. Workers to be interviewed by the students during their research on careers

2. Field Trips
   a. Work sites at an industry, business, or the community employment center, where students will gather information on selected careers.

3. Supplies and Materials
   a. Dictionary of Occupational Titles
   b. Fifteen job cluster areas (U. S. Office of Education list)
   c. Occupational Outlook Handbook Inventories for determining students' interest.
   d. Career Awareness Program King Features, Popeye Comic Books presenting the fifteen clusters.

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CAREER AWARENESS
MIDDLE SCHOOL

CONCEPT #17
SIDE 3

RESOURCES AND MATERIALS (con't)

4. Bulletin Boards
   a. "Things to Consider in Selecting a Career"
   b. "Jobs Within Specific Job Clusters"

COMPETENCY ASSESSMENT OF STUDENTS

1. Students will take a teacher-written test to cover the fifteen job cluster area and occupational slotting.

2. Check sheet to record students' research on careers.

3. Students will be evaluated on information they hand in on three selected careers.

4. Teacher will observe students to determine their individual career interest and their reactions to information they collect on their chosen career areas.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

CAREER AWARENESS

MIDDLE SCHOOL

CONCEPT # 18: Our nation is totally committed to and depend on scientific technology.

PERFORMANCE OBJECTIVES

1. By the end of this unit, 80% of the students will be able to list ten occupational areas that are dependent on scientific technology.
2. By the end of this unit, 85% of the students will be able to identify an area of technology on which one of their friends or relative's job is dependent.
3. By the end of this unit, 90% of the students will be able to list five ways their lives would be different were it not for the technological advances in the world today.

ENABLING ACTIVITIES

1. The students will visit one or more job sites where scientific technology is visible.
2. Students will interview friends or relatives who will explain how scientific technology has made their job possible.
3. The teacher will use films, old photographs of people at work, old and new Sears catalogues, research, and any other resource methods available to allow the students to investigate how scientific technology has advanced during their lifetimes.
4. Students will bring models or pictures of airplanes and cars and show how advanced technology brought about careers through the years.

RESOURCES AND MATERIALS

1. Guest Speakers
   a. Supervisor of heavy equipment
   b. Engineer
   c. Friend or parent whose job depends on scientific technology

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RESOURCES AND MATERIALS (con't)

2. Field Trips
   a. Industrial plants
   b. Modern farm
   c. Museum

3. Supplies and Materials
   a. Old and new Sears catalogs
   b. Films and filmstrips
   c. Library or resource center
   d. Old photographs of people at work

4. Bulletin Boards
   a. Pictures of airplanes and car models through the years.
   b. Display clothing fabrics developed through the years.

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COMPETENCY ASSESSMENT OF STUDENTS

1. In a teacher-made pre-post questionnaire, each student will:
   a. List ten occupational areas dependent on scientific technology
   b. Name an area of technology on which a friend or relative's job depends.
   c. Match a list of technological changes that have taken place during their lifetimes with a picture that is shown by the teacher that demonstrates the scientific principle involved.

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CAREER AWARENESS

MIDDLE SCHOOL

CONCEPT #19: Supply and demand help determine the job market.

PERFORMANCE OBJECTIVES

1. By the end of this unit, 80% of the students will be able to read and interpret charts and graphs related to job supply and demand.

2. By the end of this unit, a majority of the students will be able to construct a chart or graph that will show how the demand for occupations in one job cluster fluctuates over a specified period of time.

ENABLING ACTIVITIES

1. Teacher and students will discuss different kinds of charts and graphs and methods of prediction, based on information derived from them.

2. Students will look for graphs and charts in recent publications of newspapers and magazines.

3. Students will research information on population growth and crime rates. Students will do research to find the careers that use these statistics. Students will make charts or graphs to illustrate the information.

4. Students will assist the librarian in gathering statistics on the following items: the number of children who use the library each day, the kinds of books they read in specified categories, and the numbers of books that each student checks out. The class will make charts or graphs that will illustrate each of the statistics.

5. Students will interview persons in the world of work who use charts and graphs. (Examples: doctors who make electrocardiagrams of their patients' heartbeats, geologists who make seismographs, representatives from an industries which chart sales and/or production, school nurses who chart health factors of student, employment counselors who use job supply and demand charts, or regional development district representatives who utilize census statistics.)

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CAREER AWARENESS
MIDDLE SCHOOL
CONCEPT #19
SIDE 2

RESOURCES AND MATERIALS

1. Guest Speakers
   a. Regional development district representatives
   b. Doctor
   c. Geologist
   d. Person from industry who uses charts
   e. School nurse

2. Field Trips
   a. Regional development district office
   b. Doctor's office
   c. Geologist's office
   d. Industrial sales office
   e. School nurse's office

3. Supplies and Materials
   a. EKG record
   b. Seismograph record
   c. Production graphs from industries
   d. Health card that records such information as rate of growth

4. Bulletin Boards
   a. Display of charts and graphs that students make

COMPETENCY ASSESSMENT OF STUDENTS

1. In a teacher-made multiple choice test, students will demonstrate their ability to:

   a. Read different kinds of charts and graphs

   b. Interpret a chart or graph which illustrates the figures of supply and demand for specific jobs

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CAREER AWARENESS
MIDDLE SCHOOL
CONCEPT #19
SIDE 3

COMPETENCY ASSESSMENT OF STUDENTS (cont.)

c. Construct a chart or graph from specific information

d. List careers which utilize charts and graphs

2. The teacher will evaluate the chart or graph that students constructed from information collected in the library.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

CAREER AWARENESS

MIDDLE SCHOOL

CONCEPT #20: Career training may require educational, vocational, and technical schooling.

PERFORMANCE OBJECTIVES

1. At the end of this lesson unit, the students will be able to:

   a. Determine the specialized career training offered by area schools.

   b. List examples of careers which require special training or schooling.

   c. Explain the varying duration of time spent in training, depending on the school and the career choice.

   d. List careers which do not require any previous schooling or training.

ENABLING ACTIVITIES

1. The students will study the catalogs of area colleges, vocational schools, and technical schools to find the "specialties" of these institutions. They will compare the time required in training by the different schools which offer the same type courses.

2. Students will list as many local community careers as possible; they will determine whether special training, certificates, or professional status are necessary for each job. Workers will be invited to the classroom to talk about their job training programs.

3. Students will compile a list of careers which require no previous training or schooling.

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CAREER AWARENESS
MIDDLE SCHOOL
CONCEPT #20
SIDE 2

RESOURCES AND MATERIALS

1. Guest Speakers
   a. Persons in the community who have completed and who now use the specialized training they received to prepare them for their jobs.

2. Bulletin Board
   a. Students will plan a bulletin board about job training programs in the area.

COMPETENCY ASSESSMENT OF STUDENTS

1. On a teacher-made quiz, students will answer questions that cover the course offerings at various training centers and educational institutions, the duration of training programs, and careers which do not require specialized training.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

CAREER AWARENESS

MIDDLE SCHOOL

CONCEPT #21: In-depth study of an individual's responsibilities, aptitudes, and interests helps one to make a realistic job choice.

PERFORMANCE OBJECTIVES

1. At the end of this lesson, a majority of the students will be able to:

   a. Complete a questionnarie about likes, dislikes, hobbies, and interests.

   b. Determine personal strengths for career success.

   c. Discuss in small groups the strong points of each group member.

   d. Suggest ways of improving themselves for their individual career choices.

ENABLING ACTIVITIES

1. The teacher will administer an interest inventory to the students. (If no interest inventory is available, the counselor may be able to furnish a simple interest test, or the teacher can make up a form about personal characteristics for the lesson).

2. Students will list several career possibilities as the teacher points out the students' strengths. Some of the careers named may not be the careers that students have considered; however, many will be careers in which the students could be happy. The teacher will encourage the students to study each suggestion carefully.

3. Students, in small groups, will discuss their career choices. They will suggest careers for each other (students often know each others' strengths better than the teacher does).

4. Each student will choose a tentative career. A report on the career will describe a self-appraisal that reinforces the appropriateness of the job for the individual.

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CAREER AWARENESS
MIDDLE SCHOOL
CONCEPT #21
SIDE 2

ENABLING ACTIVITIES (cont.)

5. The students will suggest ways of improving themselves. The teacher and/or counselor, in individual or group conferences, will help students see their strengths, weaknesses, and potentials.

RESOURCES AND MATERIALS

1. Supplies and Materials
   a. Occupational Outlook Handbook
   b. Largo Career File
   c. Filmstrip: Singer's "Achieving Success in the World of Jobs"
   d. Books on careers
   e. Interest inventory

2. Bulletin Board
   a. A caption entitled "What Makes a Good Employee?" will be encircled by some or all of the following words: Attention to Safety, Teamwork, Initiative, Intelligence, Appearance, Dependability.

COMPETENCY ASSESSMENT OF STUDENTS

1. The instructor will help each student evaluate the interest inventory as its results indicate career possibilities.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

CAREER AWARENESS

MIDDLE SCHOOL

CONCEPT #22: Methods of refining one's career choice include observation of workers and working conditions, actual work experience, and extensive research.

PERFORMANCE OBJECTIVES

1. At the end of this lesson unit, a majority of the students will be able to:

   a. Compile a list of five careers in which they are interested and describe specific information about each one.

   b. Eliminate all choices but two.

   c. Interview persons who are employed in these two career choice areas for a written report.

ENABLING ACTIVITIES

1. Students will compile a list of five careers in which they have an interest. They will gather the following information about these careers: personality requirements, amount of education required, and advantages and disadvantages of working conditions.

2. The students will research their community's future outlook for persons entering these careers in the areas of apprenticeship requirements, how often work in the job becomes available, future possibilities of owning one's own business, and possibilities for obtaining on-the-job training.

3. Students will eliminate all but two of their original job choices. Students, as individuals, will visit two work sites where there are jobs in the two final job choice areas. They will interview workers, observe working conditions, and apply for a job.

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CAREER AWARENESS
MIDDLE SCHOOL
CONCEPT #22
SIDE 2

RESOURCES AND MATERIALS

1. Field Trip
   a. Students will visit the work sites of their two job choices.

2. Supplies and Materials
   a. Occupational Outlook Handbook
   b. Largo Careers File
   c. Filmstrips on careers of student choices
   d. Library books on careers

3. Bulletin Board
   a. The heading "What Makes a Good Job" will be surrounded with all or some of the following words: Good Working Conditions, Pay, Participation, Advancement, Hours, and The Company.

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COMPETENCY ASSESSMENT OF STUDENTS

1. The teacher will evaluate, first, the five job choices and, second, the two final job choices of each student as to the appropriateness of the jobs to the individual's competence, ability, achievement, and interest.

2. The teacher will evaluate the student written reports on the interviews they held with persons in their two chosen career areas.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

CAREER AWARENESS

MIDDLE SCHOOL

CONCEPT #23: There are special requirements that must be met in order for a person to obtain a job: application, resume, personal interview, and a Social Security card.

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PERFORMANCE OBJECTIVES

1. By the end of this unit, a majority of the students will be able to fill out and mail an application to obtain a Social Security card.

2. By the end of this unit, a majority of the students will be able to apply for jobs of their choice by filling out a job application form and submitting a job and education resume.

3. By the end of this unit, a majority of the students will be able to simulate experiences involved in interviewing for a job.

4. At the conclusion of the unit, 85% of the students will be able to list three organizations where one could receive help in securing employment.

ENABLING ACTIVITIES

1. The teacher will conduct a simulated job interview session with one student, using a tape recorder. Other class members will make a list of the most frequent errors made during the interview.

2. Students will fill out a teacher-made questionnaire on the important steps to consider in a job interview.

3. The teacher will help class members in filling out and mailing applications for Social Security cards.

4. Class members will discuss different application forms used by employers; each student will fill out an application form in class.

CAREER AWARENESS
MIDDLE SCHOOL
CONCEPT #23
SIDE 2

ENABLING ACTIVITIES

5. The teacher will conduct a class discussion on various ways of getting a job, on the purpose of the employment office, and on private employment services.

6. The teacher will give special attention to some members in the class who might be looking for jobs by using these students as special examples for a real experience in job application and selection.

7. Class members will discuss their experiences in applying and interviewing for a simulated or real job.

8. Guest speakers from the Kentucky Employment Service, a private employment agency, and/or a labor union will speak to the class.

9. Students who have applied for jobs will tell about their experiences.

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RESOURCES AND MATERIALS

1. Guest Speakers
   a. A personnel director at a local business, government agency, or private employment office
   b. Labor union personnel who can discuss policies within labor organizations

2. Supplies and Materials
   a. Application forms from several companies
   b. Tape recorder for student interviews
   c. Teacher-made questionnaire on important steps in a job interview

3. Bulletin Boards
   a. Pictures of the do's and don'ts in the interview
   b. Your future job may depend on _____ (a list of special requirements that must be met in obtaining a job)

CAREER AWARENESS
MIDDLE SCHOOL
CONCEPT #23
SIDE 3

COMPETENCY ASSESSMENT OF STUDENTS

1. The teacher will list each student who receives a Social Security card as a result of the Social Security activity.

2. The teacher will evaluate application forms and job interview simulations.

3. On a written test, students will name three places where help might be obtained in getting a job.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

CAREER AWARENESS

MIDDLE SCHOOL

CONCEPT #24: Technological, geographical, sociological, and economic changes eliminate and create jobs.

PERFORMANCE OBJECTIVES

1. By the end of this unit, 80% of the students will be able to list three ways that each of the following forces affect jobs: technology, geography, sociology, and economics.

2. By the end of this unit, 80% of the students will be able to list three ways in which these changes affect jobs in their locality.

3. At the end of this unit, a majority of the students will be able to chart and graph a career that has changed in the last 20 years.

ENABLING ACTIVITIES

1. Students will look in the dictionary for the definition of the following terms: technological, geographical, sociological, and economic.

2. Students will compare two countries in different hemispheres in technology, geography, sociology, and economics.

3. Students will interview a person who has lived or visited for some time in a foreign country (examples of guest speakers: an exchange professor or students, a world traveler, an importer, and/or a photographer.)

4. Students will view slides and films and study data that are applicable to the unit.

5. Students will make graphs which will compare U.S. advances in three areas with those of other countries.

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CAREER AWARENESS
MIDDLE SCHOOL
CONCEPT # 24
SIDE 2

ENABLING ACTIVITIES (con't)

6. Students will plan a simulated trip to a foreign country to compare technology, geography, sociology, and economics of that state to those of the United States.

7. Students will study how automation has transformed many jobs: creating new jobs (example: computer technician jobs) and eliminating jobs (example: machine operators) in their locality within the past 20 years.

8. Each student will choose a career that is available in the locality and show how technological, geographical, sociological, and economic changes have affected the career in the past 20 years.

RESOURCES AND MATERIALS

1. Guest Speakers
   a. A person who has lived or visited for some time in a foreign country.
   b. An exchange professor or students
   c. World traveler
   d. Importer
   e. Photographer

2. Supples and Materials
   a. Dictionaries
   b. World almanacs and other general reference books
   c. Specific books related to the foreign country under study
   d. Books and periodicals that include information about the technology, geography, sociology, and economics of this and other countries.

3. Bulletin Boards
   a. The students will plan a bulletin board on the ways that one's individual needs are met by help from other countries.

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CAREER AWARENESS
MIDDLE SCHOOL
CONCEPT # 24
SIDE 3

COMPETENCY ASSESSMENT OF STUDENTS

1. Students will take an oral or written test on which they define and explain the ways in which technological, geographical, sociological, and economic changes eliminate and create jobs.

2. Students will write a paragraph and make a graph or chart in which they show how technological, geographical, sociological, and economic changes have affected one job category in their locality within the past 20 years.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

APPRECIATIONS AND ATTITUDES

MIDDLE SCHOOL

CONCEPT #10: With individual freedom comes responsibility.

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PERFORMANCE OBJECTIVES

1. By the end of this unit, all students will be able to tabulate their own reading speed rates and scores on comprehension tests.

2. On weekly spelling tests, each student will be able to spell correctly a minimum of 70% of the assigned words and keep their own spelling score records.

ENABLING ACTIVITIES

1. The teacher and students will discuss that individual freedom fosters individual responsibility. They will also discuss the idea of keeping their own records and being responsible for accuracy.

2. Students will view a series of stories on the speed reader. They will keep a record of their reading speeds each day. The teacher will not monitor this activity until the end of the unit.

3. Students will be given objective tests on the content of the stories to gage comprehension. Students will keep records of their own comprehension test scores. The teacher will not monitor this activity until the end of the unit.

4. Each student will select one book, one short story, and one poem to read for pleasure. Each student will keep his own record of the titles of the reading materials he has covered. A short summary will accompany each title. The teacher will not monitor this activity until the end of the unit.

APPRECIATIONS AND ATTITUDES
MIDDLE SCHOOL
CONCEPT #10
SIDE 2

ENABLING ACTIVITIES (cont.)

5. Students and language arts teachers will discuss a new approach to spelling. Students will keep their own spelling test scores and will be responsible for deciding whether they must take the spelling test that is administered each week. The teachers will issue a list of spelling words at the beginning of each week and administer a test over the assigned list at the end of each week for a one-month period. If the students spell all the words correctly one week, they will be excused the following week from taking the spelling test. The students will grade their own spelling tests and determine whether they must take the test the next week. They must keep a copy of all spelling tests to include in a folder to hand in at the end of one month.

6. The students and teacher will discuss together their feelings toward the freedoms allowed and the responsibility maintained in this unit of study.

7. Students will invite guest speakers to the classroom to explain the need of good spelling in the business world (examples: a writer and the school secretary).

8. Students will view films that concern the responsibility that comes with freedom.

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RESOURCES AND MATERIALS

1. Guest Speakers
   a. Writer
   b. School secretary

2. Supplies and Materials
   a. Tachomatic reader
   b. Reading films (S. R. A.)
   c. Selection of paperbacks to read for pleasure

3. Bulletin Boards
   a. A paragraph of misspelled words, which the students will identify by underlining in red
   b. A chart showing the improvement in reading speed of each student, up-dated each day by the individual students
   c. Pictures brought in by students which depict freedom or responsibility

APPRECIATIONS AND ATTITUDES
MIDDLE SCHOOL
CONCEPT # 10
SIDE 3

COMPETENCY ASSESSMENT OF STUDENTS

1. The language arts teachers will monitor the records the students maintained during the month-long period. The teachers will evaluate each student's records in individual conferences. The teachers will discuss:
   a. The reading speed growth (or decrease) chart for accuracy.
   b. The spelling scores record to check for spelling errors and the justification for each spelling test not taken.
   c. The list of independent readings for correct titles and accurate summary information.
   d. The feelings of the students in regard to their ability to be in charge of their own progress in reading and spelling.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

APPRECIATIONS AND ATTITUDES

MIDDLE SCHOOL

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CONCEPT #11: There are thousands of careers in the world of work.

PERFORMANCE OBJECTIVES

1. By the end of this unit, each student will be able to list educational requirements, working conditions, and salary expectations for 25 occupations.
2. At the conclusion of this unit, 90% of the students will be able to evaluate the results of a survey on their attitudes toward the wide variety of job possibilities in the world of work.
3. At the end of the unit, each student will be able to list three sources for obtaining occupational information.

ENABLING ACTIVITIES

1. The school counselor will demonstrate the use of various career resource materials (examples: Occupational Outlook Handbook. Encyclopedia of Careers, Dictionary of Occupational Titles, and Career Briefs). Students, in small groups, will practice looking up particular occupations in the reference materials.
2. Students will discuss whether they have positive or negative feelings about the large selection of jobs available to them.
3. Students will research unusual-type jobs in the community. They will ask some of the workers in these jobs to serve as guest speakers in the classroom.
4. The students will take career information home to their parents in order to discuss the wide variety of jobs available to the students.

RESOURCES AND MATERIALS

1. Guest Speakers
   a. Persons in the community who perform unusual-type jobs
   b. Guidance counselor

APPRECIATIONS AND ATTITUDES
MIDDLE SCHOOL
CONCEPT #11
SIDE 2

RESOURCES AND MATERIALS (cont.)

2. Supplies and Materials
   a. Occupational Outlook Handbook
   b. Encyclopedia of Careers
   c. Dictionary of Occupational Titles
   d. Career Briefs

3. Bulletin Boards
   a. Under caption, CHOOSE YOUR JOB, the instructor will list a wide variety of jobs available in the labor market

COMPETENCY ASSESSMENT OF STUDENTS

1. On a teacher-made test, students will list 25 occupations, giving the expected salary, working conditions, and education and training requirements for each one.

2. The students will assess the results of their attitude surveys.

3. Students will list three reference books in which they are able to obtain information on careers.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

APPRECIATIONS AND ATTITUDES

MIDDLE SCHOOL

CONCEPT #12: People's attitudes toward their work and toward the persons with whom they work are important.

PERFORMANCE OBJECTIVES

1. At the end of this unit, each student will be able to relate the importance of attitude in working with other people and toward their own personal accomplishments.

2. At the end of this unit, 90% of the students will be able to identify and label the parts of plants, shrubs, and trees.

3. By the conclusion of this unit, 85% of the students will be able to relate the importance of a careful selection of plants, shrubs, and trees for their use in landscaping.

4. By the end of the unit, each student will be able to demonstrate that most property can be improved aesthetically and monetarily by careful landscaping of property.

5. By the end of this unit, each student will be able to plan and construct a landscaping project, giving locations of plants and the approximate cost of the job.

ENABLING ACTIVITIES

1. Students will view films and filmstrips on plants, shrubs, and trees to learn the various parts and care of each.

2. Students will read bulletins on landscaping from the county extension office.

3. Students will interview one or more of the following guest speakers: persons who work at at a nursey; florists, and architects. Individually students will draw plans for a landscaping project which will show elevation of property, locations of plants, shrubs, and trees, and the approximate cost of the project.

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APPRECIATIONS AND ATTITUDES
MIDDLE SCHOOL
CONCEPT #12
SIDE 2

ENABLING ACTIVITIES (cont.)

4. Students will visit a nursery, flower shop, or a site which has recently been landscaped.

5. As a class project, the students will draw plans to landscape a portion of the school property. They will consult with a professional landscaper to learn about purchasing quality plants, shrubs, and trees; about proper planting methods; and about estimating costs.

6. Students will plan landscaping projects for their own homes, implementing the plans, if possible.

7. Students will discuss their attitudes toward:
   a. Working with other people
   b. Appreciating the work done by their classmates
   c. Appreciating the expertise of landscape artists
   d. Appreciating their own individual efforts in the class landscaping project

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RESOURCES AND MATERIALS

1. Guest Speakers
   a. Nursery worker
   b. Florist
   c. Architect

2. Field Trips
   a. Nursery
   b. Flower shop
   c. Residence/or business that has recently been landscaped

3. Supples and Materials
   a. Plants, shrubs, trees
   b. Shovels, rakes, buckets, peat moss
   c. Bulletins from the county extension office
   d. Grid sheets
   e. Filmstrips and films on plants, shrubs, and trees

APPRECIATIONS AND ATTITUDES
MIDDLE SCHOOL
CONCEPT #12
SIDE 3

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RESOURCES AND MATERIALS (cont.)

4. Bulletin Boards
   a. Display of students projects
   b. Pictures and lists of various landscaping plants, shrubs, and trees
   c. Photographs of landscaped homes

COMPETENCY ASSESSMENT OF STUDENTS

1. The teacher will hold individual conferences with students to discuss the students' attitudes toward their landscape projects, toward working with their classmates, and toward the community resource people who helped them in their unit.

2. The teacher will evaluate the landscaping projects.

3. The class will take a teacher-made test over the unit, which will cover the parts of plants, shrubs, and trees; names of plants, shrubs and trees commonly used in landscaping; information learned from the guest speakers and field trips; and authetic and monitary improvemtnts on property brought about by proper landscaping techniques.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

APPRECIATIONS AND ATTITUDES

MIDDLE SCHOOL

CONCEPT #13: The understanding of emotions helps us understand ourselves and others.

PERFORMANCE OBJECTIVES

1. By the end of the unit, 90% of the students will be able to:
   a. List words that are often used in describing feelings of depression
   b. Describe feelings
   c. List sources of feelings
   d. List the appropriate times for expressing the feelings

2. At the end of the unit, 90% of the students will be able to write a paragraph on the different emotions they feel and some of the ways they have learned to control them.

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ENABLING ACTIVITIES

1. In a class discussion, the students and teacher will list as many feelings as possible, then arrange them into some kind of categories. A list may look something like this:

   a. Loneliness (loneliness for a part of yourself unfulfilled, loneliness for another person, loneliness for social contacts or friends)

   b. Anxiety (the shakes, having cold feet, being fearful, worried, concerned, terrified, insecure, nervous, frightened, scared, unsure, edgy, uptight)

   c. Hurt (ignore, being upset, ridiculed, shown up, picked on, injured, attacked, put down, scorned, overwhelmed, embarrassed, shamed)

   d. Anger (furious, irked, teed off, having a chip on your shoulder, being put out, irritated,miffed, burned, enraged)

   e. Guilt (bad, evil, remorseful, self-blaming, feeling unworthy, self-hating)

   f. Depression (down, sad, down-in-the-dumps, having the blues, being upset)

APPRECIATIONS AND ATTITUDES
MIDDLE SCHOOL
CONCEPT #13
SIDE 2

ENABLING ACTIVITIES (cont.)

2. The teacher will mark cards (3x5 or 5x7) with the synonyms for the six basic causes of depressed feelings in man. Students will find pictures in magazines that they feel express these feelings and paste them on the front side of the cards.

3. Students will print words that indicate depressed feelings on 3x5 cards for a card game, "You Know How to Hurt a Guy/Gal." A student will select a card (example: Hurt) from the deck to role play. Other students will guess the word.

4. Students will write stories or draw pictures of times that they have felt depressed.

5. Students, serving as roving reporters, will interview persons in the building (adults and students), asking them to share a time when they have had a "feeling of depression."

6. Students will identify the difference between a physical hurt and a hurt feeling.

7. Students will discuss the following statement: Depressed feelings are common to all people, and learning to recognize them helps us to be better able to cope with them.

8. Students will discuss how they often cope with the feelings that follow these occurrences:
   a. When we think somebody doesn't like us
   b. When someone embarrasses us
   c. When we lose a friend
   d. When an adult criticizes us unjustly
   e. When a grandmother dies

9. The teacher will hand each student a copy of some steps to follow when expressing feeling:
   A. Identify feelings you have experienced.
   B. When someone hurts you, try to think about:
      a. Whom have you <u>not</u> told about the feeling? Why?
      b. Whom have you told about the feeling? Why?
      c. Can these needs be filled some other way?
      d. What needs did the loss previously fill? (love, joy, pleasure, or friendship)
      e. Have you talked with the person who hurt you about your feelings?
      f. Did the other person know how important [illegible] factor was to you?

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APPRECIATIONS AND ATTITUDES
MIDDLE SCHOOL
CONCEPT #13
SIDE 3

ENABLING ACTIVITIES (cont.)

C. The teacher will select passages for students to read from books in order that students can practice identifying feelings vicariously.

SUPPLIES AND MATERIALS

1. Supplies and Materials
   a. A set of 3x5 or 5x7 index cards
   b. Paper/pencil
   c. Books in which students can identify feelings:
      Island of the Blue Dolphin
      The Red Pony, John Steinbeck
      Matthew, Mark, Luke, and John, Pearl Buck
      The Loner
      Follow My Leader (first chapter especially)
      Of Mice and Men, John Steinbeck
      The Call of the Wild, Jack London
      Our Town, Thornton Wilder

2. Bulletin Boards
   a. Student's stories, pictures, and interviews

COMPETENCY ASSESSMENT OF STUDENTS

1. Teacher evaluation of students papers and interviews.

2. The students will list six words that cause depressed feelings and some synonyms for each.

3. The students will analyze some of their own feelings and tell how they have learned to personally control them.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

APPRECIATIONS AND ATTITUDES

MIDDLE SCHOOL

CONCEPT # 14: There are certain rules and regulations people must follow in any society.

PERFORMANCE OBJECTIVES

1. By the end of this unit, 80% of the students will be able to:
   a. Name three reasons that society must have rules and regulations.
   b. List three rules governing United States society.
   c. State two ways to amend present rules to cover new situations.
   d. List three results when members of a society do not follow rules, and three ways the government can insure that rules are followed.
   e. Evaluate their peers' behaviors according to a list of rules devised by the students.

ENABLING ACTIVITIES

1. Students and the teacher will discuss the reasons that all societies must make rules and regulations.

2. Students and the teacher will discuss some rules and regulations they follow at school, at home, and in the community.

3. The students will name some problems. They will decide who "owns" each problem: yours, mine, or ours?

4. Students will attempt to generate solutions to the problems they have named. Good problem solving will involve feasibility and fairness.

5. Students will look up to two outdated rules and tell why they are not applicable to the present time.

6. Students will list three federal and three local ideas that need to be enacted into laws now.

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APPRECIATIONS AND ATTITUDES
MIDDLE SCHOOL
CONCEPT # 14
SIDE 2

ENABLING ACTIVITIES (cont.)

7. Students will take a field trip to a county court session to interview the county court reporter and the judge. After returning to the classroom students will discuss:
   a. Students' voice in making rules in the classroom.
   b. Reasons for having school rules.
   c. Pros and cons of the rules in their classroom.
   d. Whether these rules help or hinder their development as persons and students.
   e. Whether they would learn in school without rules.
   f. Desirability (or undesirability) of changing some of the present classroom rules.
   g. Methods of amending rules.

8. Students will stage a mock court session, with debates between lawyers and testimony from litigants. One student will serve as the court reporter by taking down a transcription of the proceedings (a tape recorder can be used for this purpose).

9. Students will draw up a set of rules for use in the classroom. The rules may be amended as deemed necessary by the students.

RESOURCES AND MATERIALS

1. Guest Speakers (persons who deal with the law and the courts)
   a. Court reporter
   b. Judge

2. Field Trips
   a. Attend a court session

3. Supplies and Materials
   a. Schools Without Failure by William Glasser
   b. Parent Effective Training by Thomas Gordon
   c. Old law books that contain outmoded laws

4. Bulletin Boards
   a. Rules of the school system
   b. Rules of the classroom

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APPRECIATIONS AND ATTITUDES
MIDDLE SCHOOL
CONCEPT # 14
SIDE 3

COMPETENCY ASSESSMENT OF STUDENTS

1. The students will evaluate their list of present effective and ineffective classroom rules.

2. Students will keep a checklist of rules they find are necessary to everyday living.

3. In a teacher-made test, students will:
   a. List three reasons that society must set up rules and regulations.
   b. List two ways to amend present rules to cover new situations.
   c. List three results of lawbreaking.
   d. List three methods of insuring that citizens follow rules.
   e. Evaluate their peers' behavior according to a list of rules devised by the students.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

APPRECIATIONS AND ATTITUDES

MIDDLE SCHOOL

CONCEPT # 15: A person needs to explore many different occupations before selecting a particular one.

PERFORMANCE OBJECTIVES

1. By the end of this unit, each student will be able to write three topic sentences based on three careers chosen by the students.

2. By the end of this unit, 75% of the students will be able to develop a paragraph on each of three additional careers.

3. By the end of this unit, all students will have compiled a neat booklet of the six careers for which they have written topic sentences and paragraphs, listed alphabetically in a table of contents the titles of the paragraphs they have developed on careers, and made an attractive collage for the cover.

ENABLING ACTIVITIES

1. The teacher will discuss the importance of a topic sentence to a paragraph. Students will write three topic sentences on each of three careers. Each student will read one topic sentence aloud to a group of five students. Fellow students will critique the sentence.

2. The teacher will discuss the development of a paragraph: the topic sentence, the logical development of an idea, and the "feeling of completeness" at the close of the paragraph. They will view a film on paragraph development.

3. The teacher will scramble sentences in a paragraph about a career. Students will put the sentences in a logical order to form a paragraph.

4. Each student will role-play one career choice before and after a library research, to serve as a pre- post-inventory of acquired knowledge of the career.

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APPRECIATIONS AND ATTITUDES
MIDDLE SCHOOL
CONCEPT # 15
SIDE 2

ENABLING ACTIVITIES (cont.)

5. Each student will use the career media center to collect information for a paragraph on three of individually selected careers.

6. Each student will compile a booklet of the topic sentences and paragraphs, listing in alphabetical order in a table of contents the titles of the paragraphs. Each student will prepare a collage depicting the individually selected career choices. The collage will serve as a cover for the career booklet.

7. Students will ask persons to visit the classroom to speak about their careers. Students will take notes on the interviews.

RESOURCES AND MATERIALS

1. Guest Speakers(they will be invited to create interest in at least one career)
   a. Office person
   b. Business person
   c. Communications resource person

2. Supplies and Materials
   a. Filmstrips about paragraph development
   b. Base material for collage (posterboard or construction paper)
   c. Magazine pictures for the collage

3. Bulletin Boards
   a. Steps to writing a paragraph
   b. Student booklets on careers

4. Other
   a. Students will place their completed booklets in the media center so they will be available to other pupils and teachers.
   b. Charts about paragraph writing will be posted on the classroom walls.

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APPRECIATIONS AND ATTITUDES
MIDDLE SCHOOL
CONCEPT # 15
SIDE 3

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COMPETENCY ASSESSMENT OF STUDENTS

1. The teacher will check each student's three topic sentences to see if they meet specific standards.

2. The teacher will check each student's three paragraphs to see if all sentences relate to the topic sentence.

3. The teacher will check each career booklet to evaluate the following items: collage cover, properly alphabetized table of contents, proper compilation of the topic sentences and paragraphs, and neatness.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

DECISION MAKING

MIDDLE SCHOOL

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CONCEPT #5: Making decisions often involves compromising for something less than was originally planned as a goal.

PERFORMANCE OBJECTIVES

1. At the end of this unit, a majority of the students will be able to prepare a list of the most common decisions young people make today.

2. At the end of this unit, 90% of the students will be able to list some barriers which some adult workers have encountered that kept them from reaching their original goals.

3. At the end of this unit, a majority of the students will be able to write an essay on the factors they will consider when they make one of the most important decisions of their lives: that of choosing a career.

ENABLING ACTIVITIES

1. The students will discuss decisions that young people make every day. They will prepare a list of the decisions and add new ones as the unit progresses.

2. The students will survey ten working adults. The students will ask the persons interviewed if they had to make some compromises when choosing their jobs in relation to their original career goals. Students will report to the class on their findings. The class will compile a list of some of the reasons that people cannot reach their original career goals.

3. Students will write an essay in which they describe factors they will consider in choosing a career.

DECISION MAKING
MIDDLE SCHOOL
CONCEPT #5
SIDE 2

RESOURCES AND MATERIALS

1. Bulletin Boards
   a. The caption, CAREER DECISION MAKING IS SO INVOLVED, will be encircled with cartoon characters who are saying:
      "I'm good in math, but my interests lie in music."
      "Where's the money coming from for my education?"
      "What would happen to my career plans if my health should fail?"
      "Is it likely that a rich uncle will leave me a million dollars?"
      "What happens if I decide in mid-career to go into something else?"

COMPETENCY ASSESSMENT OF STUDENTS

1. The teacher will evaluate the student lists of youth decision making and the student survey results.

2. The teacher will evaluate the student essays on factors to think about when choosing a career.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

DECISION MAKING

MIDDLE SCHOOL

CONCEPT #6: Decision making should be based on success and failure probabilities.

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PERFORMANCE OBJECTIVES

1. By the end of this unit, each student will be able to recognize the five basic color schemes.

2. At the conclusion of this unit, each student will be able to plan a room, using individually chosen color schemes, furniture arrangements, accents, and balance.

3. By the end of the unit, each student will be able to describe circumstances under which the knowledge gained from this lesson plan can be used in three occupations.

ENABLING ACTIVITIES

1. Each student will illustrate basic room color schemes by using paint store brochures and home decoration magazines that show several alternatives. Students will discuss their probable successes and failures at trying to duplicate the color schemes depicted in the magazine illustrations.

2. A class discussion will be conducted on the topic of various ways that people can use interior design in their lives now and in the future. They will discuss the possibility that they complete a room of home redecoration project only to find that they can't live with it.

3. In group discussion, class members will relate how decisions are made concerning a room plan that the class develops as a group. They will discuss that in making decisions each person uses information relative to self and that people should make a thorough study of themselves before they consider spending a great deal of money in implementing a redecoration project.

4. The students will invite one or more of the following guest speakers to the classroom to discuss interior decoration: an interior designer, a home extension agent, and a contractor.

DECISION MAKING
MIDDLE SCHOOL
CONCEPT #6
SIDE 2

ENABLING ACTIVITIES (cont.)

5. The students will view films and film strips on interior design.

6. Students will plan and build a miniature room, using individually chosen color scheme, furniture arrangement, accents, and balance to demonstrate what they have learned about interior design. They will discuss with the other class members the reasons they have chosen certain designs.

7. Students will make field trips to various places that will help them develop their projects (examples: department stores, furniture stores, paint stores, and a student's home where plans are being made for redecoration, with return visits while the work is being done and when it is completed).

RESOURCES AND MATERIALS

1. Guest Speakers
   a. Interior designer
   b. Home extension agent
   c. Contractor

2. Field Trips
   a. Department stores
   b. Student's home
   c. Paint store

3. Supplies and Materials
   a. Magazines
   b. Paints, glue, paper, fabric
   c. Paint store brochures
   d. Films and film strips on interior design

4. Bulletin Boards
   a. Teacher-prepared display of the dos and don'ts in interior design
   b. Samples of fabric ideas
   c. Paint samples

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DECISION MAKING
MIDDLE SCHOOL
CONCEPT #6
SIDE 3

COMPETENCY ASSESSMENT OF STUDENTS

1. The teacher will evaluate each students' knowledge of interior design by observing the following items in the students' miniature room designs: color scheme, furniture arrangement, accents, and balance.

2. The teacher will ask each student to write an essay in which they describe ways that persons in the work world can utilize information gained in this lesson unit.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

SELF AWARENESS

HIGH SCHOOL THROUGH POST SECONDARY

CONCEPT #21: The understanding, acceptance, and development of self is a life-long process and is constantly changed and influenced by life experiences.

PERFORMANCE OBJECTIVES

1. By the conclusion of this unit, students will be able to identify from their readi life experiences that changed self-concepts in a fictional character.

2. By the conclusion of this unit, 85% of the students will be able to identify three of their self-concepts that have changed in the last two years.

3. By the conclusion of this unit, 85% of the students will be able to write, in accepted standard English, a paper which identifies a life experience that dramatically changed them for the better or the worse.

ENABLING ACTIVITIES OF STUDENTS

1. Students will read television scripts, plays, poetry, or novels which depict characters who experience changes in their self-concepts. (Examples: "An American Family"--television script; Death of a Salesman--play; a T. S. Eliott poem.)

   a. The teacher will provide students with the direction for identifying life influences that affected a fictional person's self-concepts.

   b. Students will write papers which will cover the agents that brought about changes in the fictional characters' lives.

2. Students will chart changes that have occurred in their self-concepts during the past year and will identify the change agents.

3. Students will write about a dramatic life experience that they feel changed them for the better or the worse.

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4. The students will write a story about a person as they think the person will be in ten years, identifying reasons they feel these persons will change or stay the same.

5. Students will interview persons who have undergone experiences which changed their self-concepts. Students will discuss their feelings about the information disclosed by the persons. (Examples of persons to interview: persons who graduated from high school who had to look for a job; persons who married while they were in high school or immediately out of high school; persons who had to leave home to attend college; a Vietnam veteran; a veteran of World War II who went to college under the GI bill; a high school dropout.)

6. Students will make a bulletin board display of magazine pictures which show dramatic life experiences and moods.

RESOURCES AND MATERIALS

1. Guest Speakers
   a. A Vietnam veteran
   b. A World War II veteran who went to school under the GI bill
   c. A school dropout
   d. A person who married early
   e. A high school graduate
   f. A college student or graduate

2. Supplies and Materials
   a. Television script: "An American Family"
   b. Plays: Death of a Salesman
   c. Poetry: poems by T. S. Eliott
   d. Novels: The Yearling
   e. Magazines for cutting out pictures of moods

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3. Bulletin Boards
   a. Students will exhibit pictures of dramatic life experiences.
   b. Students will cut pictures from magazines that depict moods.

EVALUATION OF STUDENTS

1. Teacher will evaluate the written or oral presentations that students organize for identifying life experiences that changed self-concepts in fictional characters and themselves.

2. The teacher will compare the degree of change in self-concepts the students see in themselves and the change the teacher perceives.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

SELF AWARENESS

HIGH SCHOOL THROUGH POST-SECONDARY

CONCEPT #22: Person's relationships with other people, with their employers, and with society affect their own careers, as well as the careers of others.

PERFORMANCE OBJECTIVES

1. By the end of this unit, 85% of the students will be able to demonstrate orally their respect for themselves, fellow classmates, and the teacher.

2. By the end of this unit, 85% of the students will be able to demonstrate through their actions a respect for their own and others' property.

3. By the end of this unit, 85% of the students will be able to select three qualities or characteristics that may aid them in the successful performance of their future jobs.

4. By the end of this unit, 85% of the students will be able to cite three examples in which persons have gained success through cooperation or the reverse.

ENABLING ACTIVITIES

1. The students will study and the teacher will conduct a simulation of Dale Carnegie's How to Win Friends and Influence People.

2. Students will discuss people who are successful and personality traits that helped them become successful.

3. Students will conduct interviews with successful persons in the community at their office or home to observe personality traits that they feel have contributed to the person's success (examples of persons to interview: a garage mechanic, an insurance sales person, a department store manager, a newspaper worker, a school board member). Students will maintain folders on the interviews.

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SELF AWARENESS
RELATIONSHIPS
CONCEPT #22
SIDE 2

4. Each student will undertake a project to change the behavior of one person over a period of three weeks to persuade the person to make a personality change without the person's being informed of the experiment.

5. Students, in small groups, will write skits on personality development that brings about success. The group will use only the ideas of the director of the skit. After a presentation of the skit before the class, group members will evaluate their feelings of being completely dependent on one person (the director) for the development of the skit. The skit presentations may be taped, and the group members may stop the tape to discuss specific incidents as they build up.

6. Students will draw or obtain cartoons which show the character changing from an introvert to an extrovert.

7. Students will make posters which demonstrate ways that people relate to others positively and negatively.

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RESOURCES AND MATERIALS

1. Guest Speaker
   a. A garage mechanic
   b. An insurance salesman
   c. A department store manager (not the owner)
   d. A newspaper worker
   e. A school board member

2. Field Trips
   a. To a newspaper office
   b. To a school board meeting

3. Supplies and Materials
   a. Dale Carnegie's How to Win Friends and Influence People
   b. Tapes and videotapes of Dale Carnegie materials

4. Bulletin Boards
   a. Comic strips showing personality conflicts and their consequences
   b. Introversion to Extroversion -- student-created display, using cartoon characters

SELF AWARENESS
RELATIONSHIPS
CONCEPT #22
SIDE 3

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RESOURCES AND MATERIALS (cont'd)

5. Other
   a. Students will maintain folders of their personal interviews to display on tables in the classroom.
   b. Students will make posters depicting people relating to each other to display on tables in the classroom.

COMPETENCY ASSESSMENT OF STUDENTS

1. The teacher will administer spot quizes on the Dale Carnegie materials, and the students will name three qualities that may aid them in the successful performance of their future jobs.

2. The teacher and students, individually, in groups, or as a class, will offer subjective evaluation of behavioral changes that took place during this unit that helped them show respect for themselves and others.

3. All students will explain and offer a subjective evaluation of their three-week project to change another's behavior.

4. Students will cite three examples of persons who have gained success through cooperation or the reverse.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

SELF AWARENESS

HIGH SCHOOL THROUGH POST-SECONDARY

CONCEPT #23: Changes occur in individuals as a result of learning, growth, and maturation.

PERFORMANCE OBJECTIVES

1. At the conclusion of this unit, students will be able to list steps in planning for desired results.

2. At the conclusion of this unit, students will be able to describe changes (physical, emotional, mental) that occur as they mature.

ENABLING ACTIVITIES

1. Students will discuss physical changes in a given period of time for a child, using television programs as examples. Students will invite a psychology teacher to the classroom to discuss human growth and development.

2. A group of students will interview senior citizens to research patent medicines and old-time home remedies. They will discuss how mankind in general takes a concept and changes it, using bits of information to build on previous ideas. The class will take a field trip to a museum to view some early artifacts of man.

3. Students will discuss the "generation gap" and what makes a person seem old at 40 to a teen-ager and why the attitude of a 40 year old is different from that of teen-agers.

4. Students will discuss the reasons that in some states the auto insurance rates for minors are reduced if school grades are good. Students will discuss the reasons persons are minors until they reach 18 or 21 years of age (depending on the state.)

5. Students will give their career aims as pre-teens as compared with their present job choice in areas of realistic choices, matching interests to jobs, expectations of income, health hazards on the jobs, and mobility.

6. Students will view a film: "How Johnny Learns."

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SELF AWARENESS
INTERMEDIATE GRADES
CONCEPT #23
SIDE 2

RESOURCES AND MATERIALS

1. Guest Speakers
   a. Senior citizens
   b. Psychology teacher

2. Field Trips
   a. Local museum to view early artifacts of man

3. Supplies and Materials
   a. Film: "How Johnny Learns"

4. Bulletin Board
   a. The study of man: Primal Man Series, a sequential study of a famous person from infancy to adulthood (Andrew Jackson-President)

EVALUATION

1. On a teacher-made test, students will write a self-evaluation paragraph in which they describe the steps they are taking in developing a career plan.

2. On a teacher-made test, students will list the basic principles of human growth and development.

3. The teacher will evaluate the students during their discussion role performances.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

SELF AWARENESS

HIGH SCHOOL THROUGH
POST-SECONDARY

CONCEPT #24: Often persons are not in the position to choose whether they will work by themselves, with a team, or under supervision.

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PERFORMANCE OBJECTIVES

1. At the end of this unit, 85% of the students will be able to list at least seven items which determine a person's working opportunities.

ENABLING ACTIVITIES

1. The class will arrive at reasons which determine persons' opportunities to work by themselves, with a team, or under supervision, by working:

   a. As individuals in developing a list of five reasons

   b. As groups of ten which organize and expand the individual lists of the group members to a list of ten

   c. As a class. A captain and a co-captain from each group of ten will coordinate the best ten reasons, using all group lists.

   d. The teacher will list on the blackboard the ten items, and the class will discuss each item to determine the seven best reasons given for determining the reasons that persons work by themselves, with a team, or under supervision.

SELF AWARENESS
HIGH SCHOOL THROUGH POST-SECONDARY
CONCEPT #24
SIDE 2

RESOURCES AND MATERIALS

1. Bulletin Boards
   a. At the conclusion of the activities, the teacher will appoint one member of the class to prepare a bulletin board to show the top seven items which determine a person's working experience.

EVALUATION

1. On a teacher-made test, students will list seven items which determine a person's working experience.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

SELF AWARENESS

HIGH SCHOOL THROUGH POST-SECONDARY

CONCEPT #25: Persons need to appreciate their own creativity, ability, and individual resources.

PERFORMANCE OBJECTIVES

1. At the end of this unit, the majority of students will be able to list six ways writers have developed different stories, poems, essay, etc.

2. At the end of this unit, the majority of students will be able to begin a story with one of the nine basic types of paragraphs, such as definition, interpreting statistics, contrast, etc.

3. At the end of this unit, 75% of the students will be able to list five characteristics which make a writing unique or enjoyable.

4. At the end of this unit, 50% of the students will be able to list the ten basic skills involved in various types of writing, such as poetry, storytelling, advertising, and children's literature.

5. At the end of this unit, the majority of students will be able to recognize that the past life of particular authors fit in their present work or a writing being studied, by using the information in an essay.

6. At the end of this unit, 85% of the students will be able to compare their own creativity, ability, and individual resources to the creativity, ability, and individual resources of the writers studied.

ENABLING ACTIVITIES

1. The students will view films on types of paragraph development and types of theme development.

2. Students will read a current issue of any magazine and decide what paragraph and/or theme method was used in several of the stories in the issue.

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3. Students will list some things they do well; some things they might do well if provided the opportunity; some resources or qualifications they have for a particular job.

4. The students will write about the happiest or the saddest moment in their lives; they will discuss stories in terms of resources or background used by the student author, as well as the type of development of the stories.

5. Students will write an ad, a child's story, a poem, or speech listing the desired basic skills needed for the writing of each.

6. Students will study the lives of writers; they will determine whether their backgrounds are similar to those in the works they produce.

7. Students will write an ending to an incomplete story.

8. Students will view films on the art of seeing; they will tell their version of a story resulting from this viewing.

9. Students will observe pictures on the bulletin board to use for writing a story.

10. Students will report on television commercials they have viewed in order to relate the ten basic skills used in the productions.

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RESOURCES AND MATERIALS

1. Supplies and Materials
   a. Eye-Gate films and cassettes
      (1) Paragraph Development
      (2) Techniques of Writing Themes
      (3) The Art of Seeing
   b. Current magazines
   c. Writers' autobiographies and biographies
   d. Poetry collections
   e. Children's stories

SELF AWARENESS
HIGH SCHOOL THROUGH POST-SECONDARY
CONCEPT # 25
SIDE 3

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2. Bulletin Boards
   a. The teacher will post pictures of scenes so that students can use them for ideas for their writing.
   b. The teacher will provide charts on ways to begin a paragraph and ways to end a story.

EVALUATION

1. The teacher will evaluate the student-written materials in the areas of affective domain, themes, stories, and poems.

2. On a teacher-made test, the student will:

   a. List six ways a writer can develop a story

   b. Identify and write paragraphs using nine basic types of paragraphs

   c. List five characteristics that make a writing unique or enjoyable

   d. List the ten basic skills involved in various types of writing (poetry, storytelling, advertising, children's literature)

3. The teacher will evaluate the oral discussion of students on incidents in writers' lives which affected their writing styles.

4. On a teacher-made test, students will compare their own creativity, ability, and individual resources with those of a writer of their choice.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

SELF AWARENESS

HIGH SCHOOL THROUGH POST-SECONDARY

CONCEPT #26: Many high school, technical school, and college students enter jobs to finance their education.

PERFORMANCE OBJECTIVES

1. At the end of this unit a majority of the students will be able to list at least ten jobs that they could obtain to help finance their education.

2. At the end of this unit a majority of the students will be able to list three sources from which they can obtain information about financial aid for education.

3. At the end of this unit a majority of the students will be able to list the programs available to them for jobs through school programs.

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ENABLING ACTIVITIES

1. The teacher will obtain a list of five students who hold jobs and are continuing their high school education. The working students will make an introductory talk concerning their areas of work. A question and answer period will follow each talk. The class will discuss the types of questions they will ask.

2. The guidance counselor will give a talk on the basic programs in the technical school, high school, and colleges which have been set up for the purpose of giving students work experience and financial aid. The students will take notes which will be very helpful in the final evaluation.

3. The teacher will obtain a list of a minimum of ten jobs that are available to the students of the local area. The students will discuss qualifications for obtaining and holding each of the jobs.

4. Obtain a guest student speaker who is working in a local school program. The class will take notes concerning the process this student went through to obtain the job.

SELF AWARENESS
HIGH SCHOOL THROUGH POST-SECONDARY
CONCEPT # 26

RESOURCES AND MATERIALS

1. Guest Speakers
   a. Guidance Counselor
   b. Group of students who are working outside the school program
   c. Student working in a school program

2. Bulletin Board
   a. The teacher will prepare a bulletin board showing the different programs available through schools for financial aid to students.

EVALUATION OF STUDENTS

The final grade of the unit will be based on the ability of the student to make a list of the available jobs in the area, to list three sources from which they can obtain financial aid for education, and to answer a group of questions concerning the work programs available to students in and out of school.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

SELF AWARENESS

HIGH SCHOOL THROUGH POST-SECONDARY

CONCEPT #27: Self-understanding comes from investigating personal characteristics and perceptions, together with studying relationships with others and the environment.

PERFORMANCE OBJECTIVES

1. By the end of this unit, students will be able to list ten personality and attitude characteristics they possess as individuals.

2. By the end of this unit, students will be able to demonstrate five communications skills related to occupational needs.

3. By the end of this unit, students will be able to demonstrate knowledge of personal requirements and special needs in various areas of work by producing a notebook on a career of their choice.

ENABLING ACTIVITIES:

1. Teacher will administer to students personality and attitude tests for self-evaluation. They will view materials on how to get along with people.

2. Students will choose individual self-improvement projects. They will discuss processes of getting and keeping a job.

3. The teacher will conduct a communications development unit which will include: correct usage of the phone, proper manners for conducting introductions, personal on-the-job interviews, methods of inviting speakers to the class, and methods of writing information-seeking letters. Students will share their information-gathering activities with the class. They will view the film: "How to Communicate with the Public."

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SELF AWARENESS
HIGH SCHOOL THROUGH POST-SECONDARY
CONCEPT #27
SIDE 2

4. Students will research their principal job choice area by visiting job sites and interviewing persons now in the field. They will request brochures and will also read books on the job choice. The students will invite workers to come to the classroom to discuss their occupations. They will view the filmstrip: "If You Are Not Going to College."

5. Students will maintain a notebook which contains materials developed during the unit. Entitled Project Career and Me, the notebook will contain information they learn about themselves, about the guest speakers, and about the field trips.

RESOURCES AND MATERIALS

1. Guest Speakers
   a. Persons chosen by students from the job areas of their choice.

2. Field Trips
   a. Individual trips to interview workers in chosen job clusters.

3. Supplies and Materials
   a. Filmstrips on communication skills: "How to Communicate with the Public"

   b. Filmstrip: "If You Are Not Going to College"

   c. Materials: "How to Get Along with People"

   d. Brochures from various companies

4. Bulletin Boards
   a. A drawing of the cycle of processes in getting and keeping a job.

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SELF AWARENESS
HIGH SCHOOL THROUGH POST-SECONDARY
CONCEPT #27
SIDE 3

EVALUATION

1. On a teacher-made test, students will list ten personality and attitude characteristics they possess as individuals.

2. The teacher will evaluate the student notebooks on career choices.

3. The teacher will evaluate student communication skills as the students demonstrate correct usage of the phone, proper manners for conducting introductions, personal on-the-job interview role play, methods of inviting speakers to the class, and methods of writing information-seeking letter.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

SELF AWARENESS

HIGH SCHOOL THROUGH POST-SECONDARY

CONCEPT #28: Individuals are often considered to be mature when they become self motivated.

PERFORMANCE OBJECTIVES

1. At the end of this unit, a majority of the students will be able to list at least five definitions of maturity.

2. At the end of this unit, a majority of the students will be able to write an essay on a teacher-chosen definition of maturity.

3. At the end of this unit, a majority of the students will make above 60% on a test based on a lecture by a psychologist about maturity.

4. After learning and studying about self-motivation, a majority of the students will be able to list at least three strengths and three shortcomings in their characters and then generalize as to their maturity by listing at least three things that would help them become more mature.

ENABLING ACTIVITIES

1. The students will list at least five definitions of maturity from lecture and discussion on the topic.

2. The students will write an essay on "Individuals are often considered mature when they become self motivated."

3. The students will ask questions and take notes on a lecture prepared by a psychologist on maturity.

4. The students will list at least three strengths and three shortcomings in their characters. The students will draw conclusions from their lists by naming at least three things that would help students become more mature.

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SELF AWARENESS
HIGH SCHOOL THROUGH POST-SECONDARY
CONCEPT # 28
SIDE 2

RESOURCES AND MATERIALS

1. Guest Speaker
   a. Psychologist

2. Bulletin Boards
   a. What does it take to be mature? The title will be surrounded with various things people think about maturity - true or false.

EVALUATION

1. In an oral discussion, students will list five definitions of maturity.

2. The teacher will evaluate the students' essays on a definition of maturity chosen by the teacher.

3. The students will take a test over the information contained in the psychologist's lecture on maturity.

4. On a teacher-made quiz, students will list three strengths and three shortcomings in their characters. In addition, they will list three things that will help them become more mature.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

SELF AWARENESS

HIGH SCHOOL THROUGH POST-SECONDARY

CONCEPT #29: Communication skills are important in helping people understand themselves and others.

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PERFORMANCE OBJECTIVES

1. At the end of this unit, the majority of students will be able to list facial expressions, gesture, and types of movement which convey definite meaning to the viewer.

2. At the end of this unit, the majority of students will be able to identify the major elements involved in an informative speech.

3. The majority of students will be able to demonstrate ways to entertain in a speech.

ENABLING ACTIVITIES

1. Students will watch a silent movie and discuss ways that body language is important in conveying a story.

2. Students will give a three-minute performance in front of the class conveying meaning or feeling by body movements.

3. Students will write and present an informative speech.

4. Students will write and present an entertaining speech.

RESOURCES AND MATERIALS

1. Silent movies.

SELF AWARENESS
HIGH SCHOOL THROUGH POST-SECONDARY
CONCEPT #29
SIDE 2

COMPETENCY ASSESSMENT OF STUDENTS

1. The teacher will evaluate the oral presentations of body language, the oral speech to inform, and the oral speech to entertain.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

SELF AWARENESS

HIGH SCHOOL THROUGH POST SECONDARY

CONCEPT # 30: Individual potential and environment interact to influence career development.

PERFORMANCE OBJECTIVES

1. At the end of this unit, the majority of the students will be able to list ten reasons that specified persons chose the jobs they did.

2. At the end of this unit, the majority of the students will be able to list three aspects which are important in obtaining a job.

3. At the end of this unit, the majority of the students will be able to discuss in an essay five of their own strengths and five of their own weaknesses according to potential.

4. At the end of this unit, the majority of the students will be able to discuss in an essay seven aspects of environment which are important to most people in choosing a job.

ENABLING ACTIVITIES

1. Students will explain why the characters in the short story, "Bargain," chose their particular jobs.

2. Students will study their individual test scores on the California Test of Basic Skills, the General Aptitude Test Battery, and interest surveys, the Ohio Vocational Interest Survey and the Kuder Preference. The school counselor will help the students interpret the scores and assess the aspects which will help the students in obtaining jobs.

3. The students will review their past grades and make a synthesis in written form of this information.

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4. The students will discuss people they have known or read about who probably could not be what they are now if their parents had not trained them in a certain way or financed their training.

5. The students will read studies of environmental effects upon children's growth in several magazines (example: Today's Health and some ladies magazines.)

6. The teacher will choose a class secretary who will list all the important aspects of environmental influence.

RESOURCES AND MATERIALS

1. Guest Speaker
   a. School counselor with various tests used at the school.

2. Supplies
   a. Magazines - Today's Health, Readers' Digest, and some ladies magazines found in the Readers Guide to Periodical Literature.
   b. The Big It by A. B. Gutherie or any literature book containing the short story, "Bargain."

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COMPETENCY ASSESSMENT OF STUDENTS

1. In a teacher-made test, the students will match the names of specified persons with the reasons they chose their jobs.

2. The teacher will evaluate the students when they discuss three aspects which are important in obtaining a job.

3. The teacher will evaluate the two essays written by the students on five strengths and weaknesses relating to their potential and seven environmental aspects which are important in job choice.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

CAREER AWARENESS

HIGH SCHOOL THROUGH POST-SECONDARY

CONCEPT # 25: Attitudes and behaviors affect all life processes, especially in the area of getting and holding a job.

PERFORMANCE OBJECTIVES

1. At the end of this unit, the majority of the students will be able to make 60% or better on a quiz that covers the most important behaviors related to getting and holding a job.

2. At the end of this unit, a majority of the students, by participating in skits, will be able to demonstrate behaviors and attitudes required to hold a job.

3. At the end of this unit, after a brainstorming session in class about how attitudes and behaviors relate to life away from the job, a majority of the students will be able to write an essay on the subject, using standard English procedures.

ENABLING ACTIVITIES

1. The students will interview their parents with the idea of finding ways that attitudes and behaviors affect getting and holding a job, as well as the ways attitudes and behaviors affect other phases of life. Students will present reports on their findings.

2. Students will invite guest speakers (example: employment office worker) to the classroom to talk about behaviors and attitudes required to hold a job. The students will ask questions and take notes.

3. The students will break into groups. Given a job title, they will perform a skit on how attitudes and behaviors affect holding that particular job.

4. The students will write an essay on how attitudes and behaviors affect life away from the job (examples: driving a car, playing a game, helping with chores at home).

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CAREER AWARENESS
HIGH SCHOOL THROUGH POST-SECONDARY
CONCEPT #25
SIDE 2

RESOURCES AND MATERIALS

1. Guest Speaker
   a. Opening lecture by someone qualified to talk about attitudes and behaviors (example: employment office worker)

2. Field Trips
   a. Students will interview their parents

3. Bulletin Boards
   a. "My Attitude Is Showing" -- a series of pictures of people on their jobs, showing them reflecting good and bad attitudes

COMPETENCY ASSESSMENT OF STUDENTS

1. Students will take a teacher-made quiz on important behavior and attitudes related to getting and holding a job.

2. The teacher will evaluate the student skit presentations, based on the ability of the participants to demonstrate behaviors and attitudes required to hold a job.

3. The teacher will evaluate the student essays, based on the students' ability to express in standard English how attitudes and behaviors relate to life apart from the job.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

CAREER AWARENESS

HIGH SCHOOL THROUGH POST-SECONDARY

CONCEPT #26: Jobs and skills can be related to different school subjects.

PERFORMANCE OBJECTIVES

1. At the end of this unit, a majority of the students will be able:
   a. To write intelligent instructions on a shop work order.
   b. To spell correctly vocabulary used in automotive service orders.

2. By the end of this unit, 90% of the students will be able to relate on a written test, ten different skills learned in school subjects to actual work settings.

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ENABLING ACTIVITIES

1. The instructor will refer the students to the auto mechanics textbook. Students will study the text, noting automotive terms that are often used in service orders. Students will participate in a class discussion on skills learned in school that could be applied to the automotive occupations.

2. Students will interview an automotive service dealer who will bring copies of service orders which his workers have implemented. The dealer will discuss the importance of accuracy in spelling the terms, in interpreting customer complaints, and in implementing the orders.

RESOURCES AND MATERIALS

1. Guest Speakers
   a. The auto mechanic instructor to a language arts class.
   b. The language arts teacher to a vocational studies class.

CAREER AWARENESS
HIGH SCHOOL THROUGH POST-SECONDARY
CONCEPT #26
SIDE 2

RESOURCES AND MATERIALS (con't)

2. Field Trips
   a. Language arts students to a vocational school classroom or to an automotive service garage.

3. Supplies and Materials
   a. Copies of shop work orders
   b. Textbooks from the auto-mechanics class.

4. Bulletin Boards
   a. Copies of shop work orders.

COMPETENCY ASSESSMENT OF STUDENTS

1. The teacher will present each student with a hypothetical problem or situation for which students will write intelligent directions, spelling the terms correctly, for a mechanic to implement.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

CAREER AWARENESS

HIGH SCHOOL THROUGH POST-SECONDARY

CONCEPT #27: Each of the career areas differ in their levels of responsibility.

PERFORMANCE OBJECTIVES

1. At the end of this unit, a majority of the students will be able to distinguish between the different levels of responsibility in selected job clusters.

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ENABLING ACTIVITIES

1. Students will visit a business of their choice to prepare a report. Items they will include in the report:
   a. List of the different types of jobs involved in that business.
   b. Rank order of the jobs beginning with the lowest paying job as number one and working toward the highest paying position.
   c. Responsibilities of each position.
   d. A paragraph stating how the levels of responsibility differ in this business as compared to a business investigated by a fellow classmate.

2. The teacher will invite local plant personnel to give talks on the levels of job responsibility in their plants. Students will take notes and question the speakers at the end of the lectures.

3. After viewing a cluster chart, students will choose one job cluster area to explore; they will rank the jobs under that cluster according to the levels of responsibility.

RESOURCES AND MATERIALS

1. Guest Speakers
   a. Local plant representatives

CAREER AWARENESS
HIGH SCHOOL THROUGH POST-SECONDARY
CONCEPT #27
SIDE 2

RESOURCES AND MATERIALS (con't)

2. Field Trips
   a. Each student will visit a local business that employs several persons to review each employee's job responsibilities.

3. Supplies and Materials
   a. Mimeographed copies of careed education job clusters.

4. Bulletin Boards
   a. The teacher will post the students reports that show the levels of responsibility in selected job clusters.

COMPETENCY ASSESSMENT OF STUDENTS

1. The final grade of the unit will be based on the ability of the students to prepare a report showing the levels of responsibility in a job cluster of their choice.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

CAREER AWARENESS

HIGH SCHOOL THROUGH
POST-SECONDARY

CONCEPT #28 Jobs and skills can be related to different school subjects (the use of decimals in measuring).

PERFORMANCE OBJECTIVES

1. By the end of this unit, a majority of the students will be able to determine cylinder diameters (top and bottom) and crank shaft size.

2. By the end of this unit, a majority of the students will be able to compare their own measurement data to manufacturers' specifications to determine the amount of variation tolerance of accuracy within .0005 inch.

ENABLING ACTIVITIES

1. The instructor or guest speaker will select the type and size of micrometer to be used in determining the measurement of cylinders and crank shafts.

2. The instructor or guest speaker will obtain the manufacturer's specifications for the engine he selects for use in the study.

3. Using simulated drawings on the chalkboard, the instructor or guest speaker will point out the micrometer positions for measurements.

4. Students will use the instruments to measure the specified cylinders to within .0005 inch to compare the measurements of small rod, capscrew, or squarerod to the manufacturer's specifications in determining the amount of variation tolerance.

5. Students will take a field trip to an automotive service establishment, machine shop, or an industrial manufacturer site to see the measurement principles put to practical use.

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CAREER AWARENESS
HIGH SCHOOL THROUGH POST-SECONDARY
CONCEPT #28
SIDE 2

RESOURCES AND MATERIALS

1. Guest Speakers
   a. Vocational instructor in a math class
   b. Machine shop personnel

2. Field Trips
   a. Automotive service establishment
   b. Machine shop
   c. Industrial manufacturer site
   d. Math class to a vocational shop

3. Supplies and Materials
   a. Engine specifications
   b. Micrometers
   c. Engine blocks or clovis pins belts
   d. Handbooks or pamphlets on the micrometer and its usage

4. Bulletin Boards
   a. Exploded view of micrometer (Starrett Central Tool)

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COMPETENCY ASSESSMENT OF STUDENTS

1. The teacher will work with students individually in determining their understanding of the principles of measurement, by observing the students as they make simulated or actual micrometer readings and as they compare their own measurements with the manufacturer's specifications.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

CAREER AWARENESS

CONCEPT #29: Changes and conditions in the world affect careers.

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PERFORMANCE OBJECTIVES

1. At the end of the unit, in a written report, 90% of the students will be able to identify five careers that have become obsolete in recent years.

2. At the end of the unit, in a written report, 90% of the students will be able to name five careers which are new to the labor market.

3. At the end of the unit, in a written report, 90% of the students will be able to explain reasons for jobs becoming obsolete and for new jobs being created.

4. At the conclusion of the unit, each student will be able to report orally on one book (chosen by the student from a list made by the teacher) on changes in the labor market in the past, present, and/or future.

5. By the conclusion of the unit, a majority of the students will be able to report to the class:
   a. The name of an occupation selected by the student.
   b. Changes in the occupation during the last hundred years.
   c. Comparison of competency levels required today with standards maintained in earlier eras.

ENABLING ACTIVITIES

1. Students will research jobs which have come on the labor market only recently and also those which have become outdated as a by-product of world changes.

2. Each student will read and present an oral report on a book on the present, past, and/or future changes in the labor market. (Examples: The Greening of America, Grapes of Wrath).

CAREER AWARENESS
HIGH SCHOOL THROUGH POST-SECONDARY
CONCEPT #29
SIDE 2

ENABLING ACTIVITIES (cont.)

3. Students will invite guest speakers to the classroom to talk on careers of the past and future.

4. Students will visit job sites to interview workers about changes that have come about in their occupations.

5. Students will conduct a survey on jobs in the community.

6. Students will post a bulletin board display in which they show changes that have come about in careers during the past ten years.

7. The students will hear a lecture on how transportation and communication changes have affected careers.

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RESOURCES AND MATERIALS

1. Guest Speakers
   a. Guidance counselor to talk on careers of the future.
   b. Person to explain the need for their occupations in the past and in the future (examples: blacksmith and coal miner).

2. Field Trips
   a. To a blacksmith's shop or other occupational sites where the job demand is decreasing.

3. Supplies and Materials
   a. Alvin Toffler, Future Shock
   b. John Steinbeck, The Grapes of Wrath
   c. Charles Reich, The Greening of America
   d. American history textbooks

CAREER AWARENESS
HIGH SCHOOL THROUGH POST-SECONDARY
CONCEPT #
SIDE 3

RESOURCES AND MATERIALS (con't)

4. Bulletin Boards
   a. Students will display their posters on changes in careers during the past ten years.

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COMPETENCY ASSESSMENT OF STUDENTS

1. The teacher will assign grades to written and oral reports.

2. On a teacher-made test, students will list five jobs which are now obsolete and five jobs that are new on the labor market, explaining the reasons for the labor market's no longer requiring the obsolete jobs and its need for the new ones.

3. The teacher will ask students to name one occupation, to describe changes in it during the past hundred years; and to compare competency levels required now with those of a hundred years ago.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

CAREER AWARENESS

HIGH SCHOOL THROUGH
POST-SECONDARY

CONCEPT #30: Occupational choices are based on a series of decisions relating to knowledge of self.

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PERFORMANCE OBJECTIVES

1. At the end of this unit, 85% of the students will be able to name a minimum of three steps they should take before making a final career choice.

2. At the end of this unit, 85% of the students will have taken self inventories that assess their interests, abilities, and talents.

3. At the end of this unit, a majority of the students will be able to name three sources that list possible job openings.

4. At the end of this unit, a majority of the students will be able to name three persons who will be helpful to them in obtaining information about careers.

ENABLING ACTIVITIES

1. Students will formulate a self-inventory by writing an autobiography that includes information about their interests, abilities, and talents.

2. Students will participate in a testing program that may include the following inventories: GATB, ASVAB, NEDT, OVIS, ACT.

3. Students will prepare letters of application, a resume, and other job-getting tools, maintaining a personal file for the materials.

4. Students will study the Dictionary of Occupational Titles, the Occupational Outlook Handbook, and Occupational Essentials.

5. Students will interview persons (individually on the job site or as a group in the classroom) who can help them to obtain job information (examples: school counselor, employment counselor, parent, industrial personnel director).

CAREER AWARENESS
HIGH SCHOOL THROUGH POST-SECONDARY
CONCEPT #30
SIDE 2

RESOURCES AND MATERIALS

1. Guest Speakers
   a. School Counselor
   b. Kentucky Employment Service Counselor
   c. Parent
   d. Personnel director of a business which hires high school students

2. Field Trips
   a. Kentucky Employment Service

3. Supplies and Materials
   a. Dictionary of Occupational Titles
   b. Occupational Outlook Handbook
   c. Occupational Essentials

4. Bulletin Boards
   a. A new idea is posted each day that could help students to be better prepared when they enter the job market. (The counselor at Owensboro Catholic High School used a cartoon character, "Career Conscious Chunky," to give students information on his office bulletin board.)

5. Other
   a. A counselor or teacher may give career information through a column in the school newspaper. (The counselor at Owensboro Catholic High School wrote a career information column in the school's newspaper. Students volunteered to take a test at the end of the newspaper series, and prizes were awarded to the highest scorers.)

COMPETENCY ASSESSMENT OF STUDENTS

1. On a teacher-made or counselor-made inventory, students:
   a. Will name a series of steps that they should take in career exploration that will help them when they look for a job now or in the future.

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CAREER AWARENESS
HIGH SCHOOL THROUGH POST-SECONDARY
CONCEPT #30
SIDE 3

COMPETENCY ASSESSMENT OF STUDENTS (con't)

b. Will name three sources that list job openings.
c. Will name three persons who can help them find information on careers.

2. The teacher will use a checklist to mark off the self-inventories that individual students have taken during the course of this unit.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

CAREER AWARENESS

HIGH SCHOOL THROUGH
POST-SECONDARY

CONCEPT #31: There are special requirements that must be met in order for a person to obtain a job: application, resume, personal interviews, and social security card.

PERFORMANCE OBJECTIVES

1. By the end of this unit, 100% of the students in the class will be able to fill out and mail an application to obtain a Social Security card.

2. By the end of this unit, each student will be able to fill out a job application and submit a job and education resume.

3. By the end of this unit, each student will be able to simulate an experience of interviewing for a job.

ENABLING ACTIVITIES

1. The teacher will conduct a simulated job interview session with one student, using a tape recorder. Other class members will make a list of the most frequent errors made during the interview.

2. Students will fill out a teacher-made questionnaire on the important steps to consider in a job interview.

3. The teacher will help class members in filling out and mailing applications for Social Security cards. Students will take a field trip to the Social Security office.

4. Class members will discuss several different application forms used by employers; each student will fill out an application form in class.

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CAREER AWARENESS
HIGH SCHOOL THROUGH POST-SECONDARY
CONCEPT # 31
SIDE 2

ENABLING ACTIVITIES (con't)

5. The teacher will conduct a class discussion on various ways of getting a job, on the purpose of the employment office, and on private employment services.

6. Guest speakers from the Kentucky Employment Service and/or a private employment agency will speak to the class either at their local offices or in the classroom.

7. The teacher will give special attention to some members in the class who might be looking for jobs by using these students as special examples for a real experience in job application and selection.

8. Class members will discuss their experiences in applying and interviewing for a simulated or real job.

9. Students will interview labor union personnel who can discuss policies within a labor organization and fair hiring practices.

RESOURCES AND MATERIALS

1. Guest Speakers
   a. Students in class who have had the experience of applying for a job.
   b. A personnel director at a local business, government agency, or labor union.

2. Field Trips
   a. Social Security office
   b. A business or industry that hires high school students.

3. Supplies and Materials
   a. Application forms from several companies.
   b. Tape recorder for student interviews.
   c. Teacher-made questionnaire on important steps in a job interview.

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CAREER AWARENESS
HIGH SCHOOL THROUGH POST-SECONDARY
CONCEPT # 31
SIDE 3

RESOURCES AND MATERIALS (cont.)

4. Bulletin Boards
   a. Pictures of the Do's and Don'ts in the interview.
   b. Your future job may depend on _____ (list special requirements that must be met in obtaining a job)

COMPETENCY ASSESSMENT OF STUDENTS

1. The teacher will list each student who receives a Social Security card.

2. Teacher will check to see whether students turn in a job application form.

3. On an end-of-unit test, the teacher will find a final grade by using as criteria knowledge students apply when they fill out the job application form, resume, and interview description.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

CAREER AWARENESS

HIGH SCHOOL THROUGH
POST-SECONDARY

CONCEPT #12: Different kinds of work require varying degrees and types of competencies, preparation, and/or training.

PERFORMANCE OBJECTIVES

1. By the end of this unit, 85% of the students will be able to make realistic career selections based on knowledge of their own capabilities and desires.

2. By the end of this unit, 85% of the students will be able to determine the cost of training in dollars and time relative to potential earning power.

3. By the end of this unit, 75% of the students will be able to make an educated estimate of the jobs in the community that will be on the job market in their state when they graduate from high school.

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ENABLING ACTIVITIES

1. The teacher will compile a list of careers based upon the suggestions of the students in the class.

2. The students will determine the type of training necessary for the list of jobs they compiled.

3. Students will study the want ads in the local newspaper to try to determine what types of jobs are open most often and speculate the reasons.

4. The students will figure the expense of training for some jobs on a per hour basis and compare the figures with a known salary for the jobs.

5. Students will use the laboratory kit on "Unemployment," which shows both sides of the labor picture.

CAREER AWARENESS
HIGH SCHOOL THROUGH POST-SECONDARY
CONCEPT #32
SIDE 2

ENABLING ACTIVITIES (con't)

6. Students will seek statistical information on the number of jobs requiring a professional degree by state and national standards.

7. The class will create a job, establish the requirements, and evaluate the job on the basis of demand for service or product. After making their decisions, they will determine whether anyone would apply for the job.

8. The students will interview persons who hire employees (examples: the head of an employment agency, the school principal, the D. E. teacher, the employer of unskilled workers) to see what personality characteristics and educational levels their jobs require. Guest speakers will be asked to bring application forms and other forms and materials to illustrate procedures they follow in hiring personnel. The students will take field trips to interview employees to see if they feel their educational levels over-trained or under-trained them for their jobs.

9. Students will view films and filmstrips to view extremes of work settings from primitive to modern/technical.

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RESOURCES AND MATERIALS

1. Guest Speakers
   a. Employment agency head.
   b. School principal (what he looks for besides required degrees).
   c. Distributive education teacher.
   d. Employer of many unskilled workers, such as farm laborers.

2. Field Trips
   a. Local industry, such as a distillery or a tobacco factory to interview workers.

3. Supplies and Materials
   a. College bulletins
   b. Job application forms
   c. Films or filmstrips on job extremes, from primitive farming methods of North Africa to highly skilled space program workers in the U. S.

CAREER AWARENESS
HIGH SCHOOL THROUGH POST-SECONDARY
CONCEPT #32
SIDE 3

RESOURCES AND MATERIALS (con't)

4. Bulletin Boards
   a. Cartoons which show how untrained and unskilled workers do not earn much money (example: Peanuts characters).
   b. Pictures of people at various jobs.

COMPETENCY ASSESSMENT OF STUDENTS

1. The teacher will note the level of questions asked the guest speakers.

2. The teacher will ask students to compose a good employment form, one that is comprehensive, yet fair.

3. Students will name a career choice and give reasons the selection is valid, based on their capabilities and discuss.

4. The students will solve a hypothetical problem which asks for the cost of training and time involved, relative to potential earning power.

5. Students will list ten jobs that will be available to them when they graduate from high school.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

CAREER AWARENESS

HIGH SCHOOL THROUGH POST-SECONDARY

CONCEPT #33: Workers must understand not only their individual jobs, but also their employer's rules, regulations, policies, and procedures.

PERFORMANCE OBJECTIVES

1. At the end of this unit, a majority of the students will be able to construct an organization pyramid which shows the relationship of the roles of the various administrative and worker positions in a corporation.

ENABLING ACTIVITIES

1. The teacher will exhibit mimeographed examples of corporation pyramids which show organizational hierarchy. The teacher will present a lecture on the "Characteristics of a Social Organization."

2. Students, as individuals or in small groups, will obtain the following information from local corporations: the occupational hierarchy, channels of communication, titles or work stations, and the interdependence of all the jobs within the company.

   a. The students will record the information on charts.

   b. Students will ask the corporations for copies of their policies and procedure handbooks.

   c. Students will construct the internal organizations of a corporation with tinkertoys to illustrate each occupational role and status in relationship with all the others in the company.

3. Some students will invite corporation staff and line personnel to speak to the class about their employer's rules, regulations, policies, and procedures. The speakers will explain the origin of some of the rules.

4. A group of students will read and report on the Organizational Man.

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CAREER AWARENESS
HIGH SCHOOL THROUGH POST-SECONDARY
CONCEPT #33
SIDE 2

RESOURCES AND MATERIALS

1. Guest Speakers
   a. Executive or personnel of a local company
   b. Line worker of a company

2. Field Trips
   a. Site visits to corporations that students (or groups) are studying to view workers on their jobs and to discuss the employer's rules, regulations, policies, and procedures

3. Supplies and Materials
   a. Tinkertoys
   b. Mimeographed examples of corporate hierarchies
   c. Book: Organizational Man
   d. Copies of the policies and procedures handbooks of the companies studied

4. Bulletin Boards
   a. Students will post some of the company policy and procedure handbooks

5. Other
   a. Students will exhibit the tinkertoy occupational pyramids on tables in the classroom

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COMPETENCY ASSESSMENT OF STUDENTS

1. The final grade of the unit will be based on the ability of the student to construct corporation organizational pyramids and to explain their parts.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

CAREER AWARENESS

HIGH SCHOOL THROUGH
POST-SECONDARY

CONCEPT #34 Many jobs require that the workers start at the bottom and work their way up the career lattice.

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PERFORMANCE OBJECTIVES

1. By the end of the unit, each student will be able to describe the types of preparation necessary for a particular occupation (college, vocational-technical school or on-the-job training programs).

2. At the end of the unit, 90% of the students will be able to list two reasons that some jobs require internships or apprenticeships.

3. At the end of the unit, 85% of the students will be able to write a paragraph describing the reasons that many jobs require a thorough knowledge of the business organization which can be obtained only through the process of going from the very lowest job to the top position.

ENABLING ACTIVITIES

1. After a class discussion, the students will prepare a list of jobs that require the serving of an apprenticeship or internship. They will interview a union official about apprenticeships.

2. Students will interview student class officers and student council representatives to learn how many school jobs they held before they attained their present positions.

3. Students, as individuals, will visit local businesses. The students will make charts of the employees in the business by graphing the amount of formal education needed to obtain the jobs, the formal education attained by each employee, and the hours of practical experience the employees have on their present jobs. One of the students will invite to the classroom one of the employees who is considered a self-made person.

CAREER AWARENESS
HIGH SCHOOL THROUGH POST-SECONDARY
CONCEPT #34
SIDE 2

ENABLING ACTIVITIES (con't)

4. Individual students will report on job preparation in foreign countries (such as U.S.S.R., Japan, Spain, and Italy).

5. Individual students will compare job preparation in the United States with the preparation for similar jobs in South America.

6. Individual students will compare job training and benefits in the U.S. and Canada.

7. Students will read biographies of Henry Ford and Andrew Carnegie, self-made men.

RESOURCES AND MATERIALS

1. Guest Speakers
   a. Union official
   b. A "self-made" person
   c. Student council representatives
   d. Class officer

2. Field Trips
   a. Student-chosen local businesses to interview the employees

3. Supplies and Materials
   a. Biographies of Henry Ford and Andrew Carnegie

4. Bulletin Boards
   a. The students will prepare a display of characteristics of successful people
   b. The students will prepare biographical sketches of famous "self-made" Americans (examples: George Washington, Abraham Lincoln, Babe Ruth, Ella Fitzgerald, and Nat King Cole).

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CAREER AWARENESS
HIGH SCHOOL THROUGH POST-SECONDARY
CONCEPT #34
SIDE 3

COMPETENCY ASSESSMENT OF STUDENTS

1. The teacher will evaluate selected students who will debate the positive and negative points of "working one's way up."

2. The teacher will evaluate the students during a class decussion about the value of a formal education vs apprenticeships and other on-the-job training programs.

3. In an essay, students will write about the types of preparation necessary for a job of their choice.

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CAREER AWARENESS

HIGH SCHOOL THROUGH POST-SECONDARY

CONCEPT #35: A career choice is not necessarily a final one.

PERFORMANCE OBJECTIVES

1. At the end of this unit, a majority of the students will be able to list, with an accuracy of 70%, the job responsibilities and the educational qualifications necessary for holding positions in several health-related occupations.

2. At the end of this unit, 85% of the students will be able to demonstrate a 70% proficiency in making a blood cell count.

3. By the end of this unit, 75% of the students will be able to match key medical terms with their definitions.

4. By the end of this unit, 75% of the students will be able to name five similarities and five differences in any two jobs within the health cluster.

ENABLING ACTIVITIES

1. Students will determine the job responsibility differences between the following occupations: laboratory technician, X-ray technician, physical therapist, and nurse. Students will show similarities in training for each of the occupations. Teacher and students will discuss the great amount of overlap of information and duties of the persons in medical-related jobs. They will also discuss the many possibilities of climbing the lattice in health careers.

2. Students will perform the following classroom laboratory activities: make a blood cell count, stain slides to show defects, learn laboratory techniques that demonstrate different uses of the X-ray in health-related occupations, and learn the pronunciation and spelling of key medical terms.

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CAREER AWARENESS
HIGH SCHOOL THROUGH POST-SECONDARY
CONCEPT #35
SIDE 2

ENABLING ACTIVITIES (cont'd)

3. Students will interview the director of nursing, the director of the medical laboratory, a doctor, or a member of their staff, either at the local hospit or in the classroom, to learn the activities that each person and their staf members perform.

4. Students will make a bulletin board with pictures of persons in health-related occupations.

RESOURCES AND MATERIALS

1. Guest Speakers
   a. Director of nursing at the local hospital
   b. Director of the medical laboratory of the local hospital
   c. Doctor
   d. Nurse

2. Field Trips
   a. Hospital (Plan to spend the day)
   b. Doctor's clinic

3. Supplies and Materials
   a. Microscope
   b. Stains
   c. Slide counters
   d. Films on medical-related fields
   e. Chemicals
   f. Blood tubes and vials
   g. Old X-rays from a clinic

4. Bulletin Boards
   a. Students will bring pictures of people in medical careers for a bulletin board display.

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CAREER AWARENESS
HIGH SCHOOL THROUGH POST-SECONDARY
CONCEPT #35
SIDE 3

EVALUATION OF STUDENTS

1. On a teacher-made test, students will demonstrate their knowledge of medical terms, health-related occupations (similarities and differences in duties and education), and laboratory techniques.

2. In an essay, students will show that persons trained in one health-related occupation can change jobs within the health cluster without having to start all over in their educational programs.

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CONCEPT # 36: Technology has unlimited implications for man's work and leisure time.

PERFORMANCE OBJECTIVES

1. At the end of this lesson, each student will be able to identify one leisure-time activity which is dependent upon a technological development made in the twentieth century.

2. At the end of this lesson, each student will be able to identify one job related to a technological development of the past decade, and one job which has become obsolete during the same period because of technological developments.

3. By the end of this lesson, each student will be able to discuss an occupation which may be created by future technological advances.

ENABLING ACTIVITIES

1. Students will study and discuss ten jobs which have become obsolete because of technological advances.

2. The social studies teacher will request a school science instructor to present a lecture on technological advances during the last decade.

3. Students will prepare a list of three leisure-time activities which are dependent upon modern technology.

4. After students have read all or a portion of Alvin Toffler's Future Shock, they will discuss occupations which will be created by future technological advances.

5. Students will view and discuss a filmstrip on American technological advances made during the past five years (example: technological advances produced by the NASA program).

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CAREER AWARENESS
HIGH SCHOOL THROUGH POST-SECONDARY
CONCEPT # 36
SIDE 2

ENABLING ACTIVITIES (cont'd)

6. Students, as individuals or in groups, will interview a representative from a chemical corporation and/or a local farmer to discuss modern technological advances that have affected their production.

7. Students will take field trips to an airport and/or an aluminum plant to obtain information on technological advances that affected activities in airplane occupations and in mineral production.

RESOURCES AND MATERIALS

1. Guest Speaker
   a. Science teacher from the local high school
   b. Representative from a chemical corporation
   c. A local farmer

2. Field Trips
   a. Airport
   b. Chemical company

3. Supplies and Materials
   a. Filmstrips on technological advances during the past ten years
   b. Basic American history texts
   c. Future Shock by Alvin Toffler

4. Bulletin Boards
   a. A display of occupations begun in the twentieth century

EVALUATION OF STUDENTS

1. A teacher-made test will ask students to:
   a. Identify a leisure-time activity dependent on technological development of the twentieth century.

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CAREER AWARENESS
HIGH SCHOOL THROUGH POST-SECONDARY
CONCEPT # 36
SIDE 3

EVALUATION OF STUDENTS (cont'd)

b. Identify one new job evolving from a technological development of the past decade, and one that may evolve in the next decade.
c. Name one job which is now obsolete because of technological developments of the past decade.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

APPRICIATIONS AND ATTITUDES

HIGH SCHOOL THROUGH POST-SECONDARY

CONCEPT # 16: Persons' basic attitudes toward social, economic, educational, and cultural forces affect their behavior.

PERFORMANCE OBJECTIVES

1. At the end of this unit, the majority of students will be able to define the terms social, economic, educational, and cultural forces, as they relate to careers.

2. At the end of this unit, 70% of the students will be able to list ten attitudes for each of the four forces, as they relate to careers.

3. At the end of this unit, 60% of the students, in an essay, will be able to tell how the meanings of the four forces, as grouped by career blocks, cause certain behaviors to be exhibited on jobs.

ENABLING ACTIVITIES

1. The students will use the dictionary to find basic definitions for the terms social, economic, educational, and cultural forces, as they relate to careers.

2. Students will discuss the following statement: "Only rich people can go to college." They will support their choices for agreeing, strongly agreeing, disagreeing, or strongly disagreeing.

3. Students will invite to the classroom guest speakers from the four areas who will explain certain behaviors which result from their attitudes about their jobs (examples: willingness to work overtime, ability to get to work on time, cooperativeness with fellow employees, determination to succeed, and willingness to accept directions from a superior).

4. The teacher or counselor will administer the Kuder Preference Test. The test was normed by persons in the various occupations; thus, if a student answers the way most mechanics answered, then results will indicate that the students could probably be a successful mechanic.

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APPRECIATIONS AND ATTITUDES
HIGH SCHOOL THROUGH POST-SECONDARY
CONCEPT # 16
SIDE 2

RESOURCES AND MATERIALS

1. Guest speakers who represent the four forces:
   a. Jaycee representative: social
   b. Teacher: educational
   c. Banker: economic
   d. Chairman of the community drama or symphony board: cultural

2. Bulletin Boards
   a. Chart of philosophy showing what truth, beauty, etc., represent to Idealists, Realists, Neo-Thomists, Pragmatists, and Existentialists

COMPETENCY ASSESSMENT OF STUDENTS

1. The instructor will administer a written test over the definitions of the terms social, educational, economic, and cultural forces, as they relate to careers.

2. The teacher will evaluate the students' lists of attitudes that relate to each of the four forces.

3. The teacher will evaluate student essays on the following subject:
   "Social, Educational, Economic, and Cultural Forces Affect Careers in (job cluster of students' choice)"

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

APPRECIATIONS AND ATTITUDES — HIGH SCHOOL THROUGH POST-SECONDARY

CONCEPT #17: All persons should appreciate the opportunity of being able to select their own careers and to choose personally the institution for training for it.

PERFORMANCE OBJECTIVES

1. By the end of this unit, each student will be able to select five occupations and at least two places where training is available for these careers.

2. At the conclusion of this unit, 90% of the students will be able to compose a paper on the personal value of having the freedom to select their own occupation and to choose the institution that can best prepare them for their career choice.

ENABLING ACTIVITIES

1. Students will research information in the library and conduct personal interviews with guidance counselors and workers in the community to gather data on the different places they can get training for five careers in which they are interested. The teacher will distribute a list of jobs which students might like to investigate. Students will discuss the value of being able to select their own careers and the institutions in which they can receive training for the career choices.

2. The teacher will lead the students in a discussion of some of the other privileges a democracy offers the members, other than choice for career and training sites. The students will write a paper, "Free to Choose," in which they will describe the personal value of having the free choice in career and training selections.

RESOURCES AND MATERIALS

1. Guest Speakers
   a. Guidance counselor
   b. Workers in the community

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APPRECIATIONS AND ATTITUDES
HIGH SCHOOL THROUGH POST-SECONDARY
CONCEPT #17
SIDE 2

RESOURCES AND MATERIALS (cont.)

2. Supplies and Materials
   a. Teacher-made list of various careers

COMPETENCY ASSESSMENT OF STUDENTS

1. On a teacher-made test, students will list five occupations and two places where training can be obtained for each one.

2. The teacher will evaluate the student compositions on freedom to make personal job choices.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

APPRECIATIONS AND ATTITUDES

HIGH SCHOOL THROUGH POST-SECONDARY

CONCEPT #18: The customs, traditions, and attitudes of society affect the world of work.

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PERFORMANCE OBJECTIVES

1. At the end of the lesson, each student will be able to identify one custom, tradition, or cultural attitude that is evident in the community which affects career choice of students leaving the local schools.

2. At the end of this lesson, 80% of the students will be able to discuss one job related to community customs, traditions, and attitudes concerning the value of education.

3. At the end of this unit, all students will be able to write an essay in which they discuss future expected career developments in the community which are being initiated by a change in local values and attitudes.

ENABLING ACTIVITIES

1. The students will poll a cross section of the school population to develop a hierarchy of career choices that local students feel are important in the community. Using the list compiled for the class poll, students will discuss the impact of community values upon the careers chosen by the local students.

2. Students will study the U. S. Office of Economic Opportunities Report on Land Use and Industrial Developments for the local community. Using information from the U. S. Report, students will project future career opportunities in the community resulting from one of the listed developments. (Example in McLean County: the proposed State Recreation Lake in Beech Grove.)

3. Students will interview an agricultural agent or a school counselor for career guidance information in the areas of customs, traditions, and attitudes, which affect local students' job choices, the educational aspirations of local students, and the speakers' feelings about changes in the community brought about by changes in local values and attitudes.

APPRECIATIONS AND ATTITUDES
HIGH SCHOOL THROUGH POST-SECONDARY
CONCEPT #18
SIDE 2

RESOURCES AND MATERIALS

1. Guest Speaker
   a. Agricultural agent
   b. Guidance counselor

2. Field Trips
   a. Students will poll a cross section of the school population

3. Supplies and Materials
   a. U. S. Office of Economic Opportunity Report of the local community

4. Bulletin Boards
   a. Information from the student poll of the students: "The Ten Most Often Chosen Careers of High School Students in This Community"

COMPETENCY ASSESSMENT OF STUDENTS

1. The teacher will ask students to write an essay concerning future occupations in which they describe ways that the customs, traditions, and/or cultural attitude of their community affects their job choice and their educational aspirations. In addition, they will discuss future careers that may be open to them because of changes in local values and attitudes.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

APPRECIATIONS AND ATTITUDES — HIGH SCHOOL THROUGH POST-SECONDARY

CONCEPT #19: Sometimes it is just as important to know how to be a good follower as it is to be a good leader.

PERFORMANCE OBJECTIVES

1. By the end of this unit, a majority of the students will be able to:
   a. assess the levels of responsibility in any organization.
   b. list five characteristics of a good leader and five characteristics of a good follower.
   c. list a minimum of three ways that rights and responsibilities complement each other.
   d. explain in writing that the groups wise choice of a willing leader will lead to greater personal success for all concerned.

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ENABLING ACTIVITIES

1. Students will nominate themselves for office in a simulated classroom organization. Only two candidates may seek the four offices: president, vice president, secretary, and treasurer. At the end of their self-nomination speeches, class members will vote on the candidates of their choice in a secret ballot. Class members will retain their own ballots, keeping the contents secret.

   a. Voters will write a paragraph on each candidate in which they describe why they voted for or against the nominee.

   b. Class members will discuss characteristics of the nominee that appealed to them and characteristics that did not appeal to them as voters who would utimately have to serve under the elected officials. (The teacher should caution students not to get personal during the discussion.)

   c. The class will hold a second election, using the same candidates. Nominees will re-state their positions, improving this presentation to meet standards discussed by the class. A new vote will determine whether voters have changed their minds. A show of hands will determine if voters changed their votes to other candidates. Class members will discuss that a wise choice of a willing leader will lead to greater personal success for all concerned

ENABLING ACTIVITIES (cont.)

2. The teacher and students will conduct a discussion of characteristics that make good leaders and good followers by discussing the following topics:
   a. A leader needs to know the characteristics of a good follower.
   b. A follower needs to know the characteristics of a good leader.
   c. Voters need to know the characteristics of both leaders and followers.
   d. A leader needs to know how to get a consensus of opinion from the group.
   e. A follower does not blindly follow a leader.
   f. Office holders need to know the responsibilities of their offices in order to know when they should lead and when they should follow.
   g. There are levels of responsibility in any organization.

3. After students in small groups have read materials on Hitler, Leonardo da Vinci, Moses, and Mohammed, they will explain reasons that followers of each were so dedicated.

4. Students will report orally whether they could have been a follower of Hitler if they had lived during the times of the German depression of the 1920s and 1930s.

5. Students will interview persons who will discuss their attitudes toward leaders and followers. (Examples of persons to interview: a German citizen, a local politician, a citizen who did not vote in the last election, an assembly line worker.)

6. Students will visit a local campaign office, attend an athletic event, or visit an industrial site to observe persons as they interact as leaders and followers.

7. Students will discuss ancient and modern-day leaders who attracted loyal followers. (Examples: Christian Crusaders of the Middle Ages, Dr. Billy Graham (evangelist), President Nixon and his Watergate election committee, student and black militant rioters.) Students will bring or draw pictures of these persons for display on the bulletin board.

8. Students will interview persons who voted for President Nixon to see if they are pleased or displeased with his performance.

RESOURCES AND MATERIALS

1. Guest Speakers
   a. A person who grew up in Hitler's Germany.
   b. A local political office holder.
   c. Local citizens who did not vote in the last election to give their reasons for not voting.
   d. Assembly line worker

2. Supplies and Materials
   a. Books that will give information about the followers of Hitler, Leonardo da Vinci, Moses, and Mohammed.

3. Bulletin Boards
   a. Nixon cartoons: Watergate information
   b. Charts and pictures of riots
   c. Billy Graham Crusade pictures
   d. Pictures of the Christian Crusades during the Middle Ages
   e. A list of class members who have characteristics of good followers.

COMPETENCY ASSESSMENT OF STUDENTS

1. The teacher will assign letter grades to the writing of an assignment on leadership and followership in which the students will list at least five characteristics of each.

2. The teacher will assign blanket grades to each group for their presentations on Hitler, Leonardo da Vinci, Moses, and Mohammed, to illustrate the importance of individual contributions to group activitiy (persons who can follow, lead, and cooperate.)

3. The teacher will evaluate group discussions in assessing students' understanding of the levels of responsibility in an organization.

4. Students will match characteristics that belong to leaders and to followers.

5. The teacher will evaluate a paragraph in which students explain that a wise choice of a willing leader will lead to greater personal success for all concerned, emphasizing that rights and responsibilities complement each other.

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APPRECIATIONS AND ATTITUDES
HIGH SCHOOL THROUGH POST-SECONDARY
CONCEPT # 19
SIDE 4

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APPREC'..TIONS AND ATTITUDES HIGH SCHOOL THROUGH POST-SECONDARY

CONCEPT # 20: In many occupations, cooperation among workers is essential.

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PERFORMANCE OBJECTIVES

1. By the end of the simulation game, "Lost on the Moon," a majority of the students will be able to complete specified tasks on time and discuss their attitudes toward their participation in the individual portion and in the group portion of the planned activities. (This game was printed in Today's Education NEA Journal, Feburary, 1969. Some copies may be obtained at the Green River Educational District office.)

ENABLING ACTIVITIES

1. Students, as individuals, will read directions and will answer questions for Part I in the "Lost on the Moon" simulation game. Time will be called by the teacher in fifteen minutes.

2. In groups of five or six, students will read directions and will answer questions in the "Lost on the Moon" simulation game for Part II. Time will be called to deliver a consensus of opinion in forty-five minutes.

RESOURCES AND MATERIALS

1. Supplies and Materials
   a. Simulation game: Lost on the Moon
   b. Pencils

APPRECIATIONS AND ATTITUDES
HIGH SCHOOL THROUGH POST-SECONDARY
CONCEPT # 20
SIDE 2

COMPETENCY ASSESSMENT OF STUDENTS

1. The teacher will evaluate the students on their ability to complete the individual and group tasks in the specified amounts of time.

2. The teacher will evaluate a discussion among the students concerning their attitudes toward working as individuals and as members of groups.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

APPRECIATIONS AND ATTITUDES

HIGH SCHOOL THROUGH POST-SECONDARY

CONCEPT #21: Work can be a satisfying experience.

PERFORMANCE OBJECTIVES

1. At the end of this unit, a majority of the students will be able to list five ways in which work can be satisfying.

2. By the end of this unit, 85% of the students will be able to write a paper concerning the most satisfying experience of their working careers (or of their expected working careers).

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ENABLING ACTIVITIES

1. Students will write a paper concerning their parents' feelings toward their jobs. The students will incorporate in this paper as many satisfying experiences as they can obtain.

2. The students will question guest speakers (persons who like their jobs) on the job activities they find most satisfying.

3. The class will be divided into groups; each group will prepare a survey to be administered to at least five adults per student in the group. The survey will consist of questions relating to work and its satisfying experiences.

4. The teacher will assign individual class members jobs to do at school. The students will work at their jobs for one hour. The workers will then give the class a short report concerning their positive and negative responses to their jobs.

5. Students will write a paper showing the most satisfying work experience of their working careers.

APPRECIATIONS AND ATTITUDES
HIGH SCHOOL THROUGH POST-SECONDARY
CONCEPT # 21
SIDE 2

RESOURCES AND MATERIALS

1. Guest Speaker
   a. Speakers from any field to speak on their most satisfying experience at their jobs

2. Field Trips
   a. Students will administer surveys related to job satisfaction

3. Bulletin Boards
   a. Students will display charts which show the percentage results of their group surveys.

COMPETENCY ASSESSMENT OF STUDENTS

a. The final grade of this unit will be based on the ability of the student to list five ways in which work is satisfying and to write a paper to support these five ideas.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

APPRECIATIONS AND ATTITUDES

HIGH SCHOOL THROUGH POST-SECONDARY

CONCEPT # 22: Persons need to be recognized as having dignity and worth.

PERFORMANCE OBJECTIVES

1. At the end of this lesson unit, a majority of the students will be able to describe a unique contribution they plan to make to the work world.

2. By the end of this lesson unit, a majority of the students will be able to write an essay on persons' needs to be recognized as having dignity and worth.

3. By the end of this lesson unit, a majority of the students will be able to name three famous persons who were not recognized for their talents until after their deaths.

4. By the end of this lesson unit, a majority of the students will be able to name three items under each of the following headings:
   a. Persons I know who have "good" personalities
   b. Behaviors which go into a "bad" personality
   c. Nicknames of people that describe their personalities
   d. Nicknames of persons which are not appropriate

ENABLING ACTIVITIES

1. Students will write a paragraph in which they describe a unique contribution they plan to make to the work world.

2. Students will write essays on one of the following subjects:
   a. When I'm the Boss Someday, I Plan to Brag on Every Employee Every Day
   b. From Top Executive to the Lowly Beginner in the Company -- everyone likes some praise
   c. Students Need to Begin Now to Recognize the Individuality of their Fellows
   d. Dear Teach: Just Because I'm Not So Bright in Your Subject Don't Mean I Ain't Got No Smarts in Other Areas

3. Students will list on the chalkboard and discuss famous persons who were not recognized for their talents until after their deaths

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ENABLING ACTIVITIES (cont.)

4. Students will discuss the meanings of "good" and "bad" personalities, "drab" and "dull" people, and "sour" and "witty" characterizations.

5. Students will discuss nicknames, how people acquire them, whether they fit throughout their life, and whether people may adjust their personalities to fit nicknames assigned to them.

RESOURCES AND MATERIALS

1. Supplies and Materials
   a. Chalk/ chalkboard

2. Bulletin Boards
   a. Students will bring pictures of young people who are outstanding in their fields.
   b. Students will bring pictures of themselves which they will place under a heading: "See, I'm Me."
   c. Students will bring pictures of workers that show dignity and worth of the individual and pride in a job well done.

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COMPETENCY ASSESSMENT OF STUDENTS

1. The instructor will evaluate the student paragraphs and essays.

2. The instructor will evaluate the contributions students make to a discussion on famous persons who were not recognized for their talents until after their deaths.

3. Students will be graded on their lists of "good" and "bad" personalities and nicknames.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

APPRECIATIONS AND ATTITUDES

HIGH SCHOOL THROUGH POST-SECONDARY

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CONCEPT # 23: A person's ability to cooperate, to remain flexible, and to relate to other people makes it easier to obtain and hold a job.

PERFORMANCE OBJECTIVES

1. By the end of this unit, the majority of students will be able to describe a way of doing something or making something by relating the method in explicit terms.

2. By the end of this unit, the majority of students will be able to structure a new society in which they would like to live.

3. By the end of this unit, 50% of the students will be able to demonstrate their ability to adapt to changing situations.

ENABLING ACTIVITIES

1. Students will explain orally a new method of doing something (examples: placing a dart in a dress, building a foundation, bathing a baby).

2. A student will role play a firechief's role as the person speaks through a "bull-horn" telling firemen how to rescue people form the top story of a building. The firechief will explain the situation changes. The class will discuss the vividness of the student's role play and role play other situations which demand the ability to adapt in a changing situation.

3. Students will read the story, "By the Waters of Babylon". The students will describe the structure of the society in the story. In a written presentation students will work together in groups to structure a society in which they would like to live.

APPRECIATIONS AND ATTITUDES
HIGH SCHOOL THROUGH POST-SECONDARY
CONCEPT # 23
SIDE 2

ENABLING ACTIVITIES (cont.)

4. Students will work in groups to report their reactions to the following statements and questions : A war has destroyed all people on earth. Everyone on earth is assumed dead except members of your class. How would you work together to form a new society? What things would be kept or changed from your old social structure? The teacher will display pictures of Hiroshima and Nagasaki, Japanese cities destroyed by atom bombs, for the activity. A film on atomic radiation will also be shown.

RESOURCES AND MATERIALS

1. Supplies and Materials
   a. Pictures of cities which were destroyed by atomic explosions
   b. Film: Atomic Radiation
   c. A textbook in which the story, "By the Waters of Babylon," is included

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COMPETENCY ASSESSMENT OF STUDENTS

1. The instructor will grade the student presentations of an explicit method of doing something.

2. The teacher will evaluate the students' discussion of the role play.

3. The teacher and class members will critique the group efforts in constructing a society in which the group members would like to live.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

APPRECIATIONS AND ATTITUDES

HIGH SCHOOL THROUGH POST-SECONDARY

CONCEPT # 24: A satisfying career often contributes to good health and happiness.

PERFORMANCE OBJECTIVES

1. At the end of this unit, a majority of the students will be able to write a valid definition for what a satisfying career is.

2. At the end of this unit, a majority of the students will be able to make 60% or better on a test which describes ways having a satisfying career contributes to one's physical and mental health.

3. At the end of this unit, the students will be able to complete a survey of ten persons' ideas and attitudes about their careers and how their jobs have affected them physically and mentally.

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ENABLING ACTIVITIES

1. The students will discuss among themselves and with the teacher what a satisfying career is.

2. The students will write a definition in class of a satisfying career.

3. The students will listen to a lecture by a physician and ask questions on the subject of the relationship between a satisfying career and physical health.

4. The students will listen to a lecture by a psychologist and ask questions on the subject of the relationship between a satisfying career and mental health.

5. The students will prepare a survey sheet about the relationships between satisfying careers and good health and happiness. Each student will survey ten persons, bringing the information back to class and compiling it. They will then make generalizations from the results that seem appropriate.

APPRECIATIONS AND ATTITUDES
HIGH SCHOOL THROUGH POST-SECONDARY
CONCEPT # 24
SIDE 2

RESOURCES AND MATERIALS

1. Guest Speakers
   a. Physician
   b. Psychologist

2. Supplies and Materials
   a. Survey sheets

3. Bulletin Boards
   a. Students will bring appropriate pictures to display under the title: "Good Health and Happiness - Does a satisfying career have anything to do with them?

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COMPETENCY ASSESSMENT OF STUDENTS

a. The teacher will evaluate the students' definitions of a "satisfying career," descriptions of a satisfying career's contributions to one's mental and physical health, and individual student survey results of ten persons' ideas and attitudes on the relationship between their jobs and their physical and mental health.

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CONCEPT #25: Specialization leads to interdependency among people.

PERFORMANCE OBJECTIVES

1. By the end of this lesson unit, students will be able to describe the degree of specialization necessary for various occupations.

2. By the end of this lesson unit, students will be able to describe the amount of dependency a worker in one industry has upon others for the successful completion of tasks.

3. By the end of this lesson unit, students will be able to construct a flow chart that shows that many tasks must be completed in sequential order, with each phase of the job dependent on the preceding phase.

4. By the end of this unit, students will be able to define "specialization" as it relates to mass production and assembly line production.

ENABLING ACTIVITIES

1. The students will select parents of the class members to visit the classroom. In a question and answer format, the students will ask the parents to determine all the jobs that are related to their jobs which are essential to the parents' maintenance of their jobs (examples: a repairman of appliances,automobiles, or houses; a teacher; a person in the health care cluster).

2. The teacher will explain the depression spiral of the United States in the 1920s and 1930s, pointing out the way jobs were inter-related.

3. Students will view films on mass production of automobiles and airplanes.

4. Students will study newspaper articles on strikes, discussing ways the strike upsets the normal flow of tasks that need to be completed in a sequential order.

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ENABLING ACTIVITIES (cont.)

5. Students will discuss the plight of periodic unemployment among highly trained workers, such as those involved in space exploration.

6. Students will read "help wanted" ads in the newspaper to determine the types of skills needed for the majority of jobs.

7. Students will take a field trip to a local industry to view assembly line workers at their separate tasks or to the county courthouse to interview several workers who explain the inter-relatedness of their jobs with those of others in the building.

8. Students will discuss the ways persons in the United States and some foreign countries are affected by the energy crisis.

9. Students will discuss the impact of the present unemployment rate on the United States economy.

RESOURCES AND MATERIALS

1. Guest Speakers
   a. Students' parents (examples: repairman, teacher, or person in the health care cluster)

2. Field Trips
   a. To local industry to view assembly line workers
   b. To the county courthouse

3. Supplies and Materials
   a. Charts showing the depression spiral of the 1920-30 era
   b. Films on mass production of automobiles and airplanes (often available from the materials center or from industries)
   c. Newspapers and magazines
      (1) Want ads
      (2) Articles on strikes, the present unemployment rate, and the energy crisis

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APPRECIATIONS AND ATTITUDES
HIGH SCHOOL THROUGH POST-SECONDARY
CONCEPT #25
SIDE 3

COMPETENCY ASSESSMENT OF STUDENTS

1. The instructor will evaluate essays written by the students on the following subjects:
   a. "(Job choice of student) needs special training"
   b. "Workers in the (job choice of student) job cluster are dependent on many workers"

2. The teacher will evaluate the flow charts students will construct that show the sequential order that many jobs require.

3. The teacher will evaluate the written definitions that students turn in for the term "specialization" as it relates to mass production and assembly line production.

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CONCEPT # 7: The assessment of abilities, aptitudes, and achievement is related to career decision making.

PERFORMANCE OBJECTIVES

1. By the end of this unit, a majority of the students will be able to write an essay explaining how abilities, aptitudes, and skills relate to career decision making.

2. At the end of this unit, a majority of the students will be able to list five activities that they enjoy and in which they are able to excel.

3. At the conclusion of this unit, a majority of the students will be able to list five things they do not enjoy doing and in which they have not been able to excel.

4. At the end of this unit, 90% of the students will be able to list three resources that are available to the students which will help them assess their abilities, aptitudes, and achievements.

5. At the end of this unit, a majority of the students will be able, when given biographical sketches of fictitious persons, to take all factors into consideration to come up with logical careers for the persons.

ENABLING ACTIVITIES

1. The students, after taking notes on a lecture and a discussion about relating abilities, aptitudes, and skills to career planning, will write an essay on the subject.

2. Student will list things they enjoy doing in which they are able to excel.

3. The students will list things they do not enjoy doing and in which they have not been able to excel.

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DECISION MAKING
HIGH SCHOOL THROUGH POST-SECONDARY
CONCEPT #7
SIDE 2

ENABLING ACTIVITIES (con't)

4. The students will ask questions and take notes on a talk and discussion period given by the counselor on the resources open to people involved in decision making.

5. The students will choose appropriate careers for fictitious persons, after being given biographical information about them.

6. The students will write a brief sketch about themselves in which they describe their successes and failures in school in past years.

RESOURCES AND MATERIALS

1. Guest Speaker
   a. Counselor

2. Supplies and Materials
   a. Biographical sketches about fictitious persons
   b. General Aptitude Test Battery
   c. California Test of Basic Skills
   d. Dictionary of Occupational Titles
   e. Occupational Outlook Handbook
   f. Career Briefs

3. Bulletin Boards
   a. Picture of a teen-ager's head with thought bubbles pointing to him that read: I like to do _____, and I am good at it; . don't like to do _____, but I am good at it, too. Caption: Planning a Career

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COMPETENCY ASSESSMENT OF STUDENTS

1. The instructor will evaluate individual essays on abilities, aptitudes, and achievements relating to choosing a career.

DECISION MAKING
HIGH SCHOOL THROUGH POST-SECONDARY
CONCEPT #7
SIDE 3

COMPETENCY ASSESSMENT OF STUDENTS (con't)

2. The teacher will evaluate the student lists of things they can and can't do well.

3. On a teacher-made quiz, the students will list three sources available to them for obtaining job information and inventory information about themselves.

4. The instructor will evaluate the sketches in which students describe their strengths and weaknesses in school work.

5. The instructor will evaluate the career choices made by students for fictitious persons.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

DECISION MAKING

HIGH SCHOOL THROUGH POST-SECONDARY

CONCEPT # 8: People have the right to make decisions and the responsibility to live with them.

PERFORMANCE OBJECTIVES

1. At the end of this unit, 90% of the students will be able to list three career-related decisions that most graduating students must make.

2. At the end of this unit, 90% of the students will be able to analyze career decisions previously made and, in writing, determine the responsibilities that go along with them.

ENABLING ACTIVITIES

1. Students will interview persons from several occupational areas to:
   a. Discuss if the persons are satisfied with the career decisions they made as a youth and/or the one they made when deciding to take their current job.
   b. Determine the reasons for satisfaction or the cause of dissatisfaction with their present job.
   c. Determine from those who are dissatisfied with their jobs, the kind of job they wish they had chosen and to name reasons.
   d. Ask the persons to determine the cost in time, money, and effort for them to change from their present job to the one of their choice.

2. Students will visit the local state employment office or other agency to interview job applicants to find out reasons they left their previous job(s) and the type of job they are applying for at the present time.

3. The teacher and students will discuss career-related decisions the students have made in the past. The students will write a paper in which they determine the responsibil they now must undertake because of those decisions.

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DECISION MAKING
HIGH SCHOOL THROUGH POST-SECONDARY
CONCEPT # 8
SIDE 2

RESOURCES AND MATERIALS

1. Guest Speakers
   a. Persons who are satisfied with their jobs
   b. Persons who are not satisfied with their job choices

2. Field Trips
   a. State employment office

3. Bulletin Boards
   a. Pictures of people at work, showing satisfaction and dissatisfaction with their jobs

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COMPETENCY ASSESSMENT OF STUDENTS

1. The teacher will ask each student to list three career-related decisions they will probably make before they graduate.

2. The teacher will assign a letter grade to the written assignment in which each student analyzed previous decisions and determined the present and future responsibilities that go along with them.

3. The instructor will evaluate the students as they orally summarize the interviews they made to job applicants.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

DECISION MAKING

HIGH SCHOOL THROUGH POST-SECONDARY

CONCEPT #9: The process of career selection often begins early in life.

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PERFORMANCE OBJECTIVES

1. At the end of this unit, a majority of the students will be able to name three goals they have in life.

2. At the end of this unit, a majority of the students will be able to list four jobs they are considering as careers.

3. At the end of this unit, a majority of the students will be able to describe the following aspects of the four jobs they are considering as careers: educational preparation, earning probabilities, probable duration of working span, and turnover of employees.

4. At the end of this unit, a majority of the students will be able to evaluate their own high school choice of subjects in regard to adequate preparation for the jobs they are considering as careers.

5. At the end of this unit, a majority of the students will be able to define "apprentice programs."

6. At the end of this unit, a majority of the students will be able to write an essay that describes the usual procedure of starting at the bottom in a job and working up.

7. At the end of this unit, a majority of the students will be able to discuss that the usual procedure of starting at the bottom in a job can be circumvented if proper specialized training is obtained before applying for some jobs.

DECISION MAKING
HIGH SCHOOL THROUGH POST-SECONDARY
CONCEPT #9
SIDE 2

ENABLING ACTIVITIES

1. Students will discuss their goals in life. Students will write an essay on their three most important goals in life.

2. Students will discuss various jobs as possible career choices. Students, as individuals, will choose four jobs they are considering as careers. For each of the job choices, students, as individuals, will develop a chart on which they will list the educational preparation necessary, earning probabilities, probable duration of working span, and turnover of employees in the careers.

3. Each student will list all the courses they have taken since they enrolled in high school and the courses they plan to take before graduation. Taking each of the four jobs they are considering as careers, the students will show how each of their courses will contribute to each of the job choices. Students will also show how their selected fine arts courses will contribute to life satisfactions. Students will fill out an application form from a local industry to see if the courses they are taking and plan to take will qualify them for a job of their choice.

4. Students will invite a person in charge of apprenticeship programs to the classroom. After a question and answer period, students will debate the advantages and disadvantages of an apprenticeship program in regard to time invested, future earning power, and training advantages.

5. Students will form into groups to discuss two topics:
   a. One usually has to start at the bottom in a job and work up from there.
   b. Specialized training often helps workers begin at higher levels on the job cluster lattice instead of having to start at the bottom.

6. Students will discuss the topic: Career decisions usually are developed over a long period of time.

RESOURCES AND MATERIALS

1. Guest Speakers
   a. A person in charge of apprenticeship programs: work coop coordinator at a local vocational school or a union official who works with apprenticeship programs.

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DECISION MAKING
HIGH SCHOOL THROUGH POST-SECONDARY
CONCEPT #9
SIDE 3

RESOURCES AND MATERIALS (cont.)

2. Supplies and Materials
   a. Charts and graphs on various jobs, their origins, growth, and duration.
   b. Individual student plans of study which indicate the courses students have taken, are taking, and will take during the high school years.
   c. Application forms from local industries.

3. Bulletin Boards
   a. Student chart on their four career choices.
   b. Charts and graphs on various jobs.

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COMPETENCY ASSESSMENT OF STUDENTS

1. The teacher will evaluate with each student the listed three goals in life as they relate to the student's career choices.

2. The teacher will evaluate the student's chart information on the four possible career choices.

3. The teacher will evaluate the list of high school courses on which students showed how each course will contribute to their future careers and life satisfactions.

4. In an oral discussion, the students will define "apprenticeship programs" to the satisfaction of the teacher.

5. The teacher will listen in on the group discussions in which students talk about starting at the bottom in jobs and receiving specialized training.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

DECISION MAKING

HIGH SCHOOL THROUGH POST-SECONDARY

CONCEPT # 10: The choice of a career involves a compromise between greater and lesses needs, wants, and goals.

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PERFORMANCE OBJECTIVES

1. At the conclusion of this unit, 90% of the students will be able to list three personal needs, wants, and goals relating to a future career choice.

2. During the unit, 85% of the students will gather information for a survey in the school or in the community on how 10 people reached a decision in choosing a particular occupation and the main compromises each were faced with at the time they made the decision.

ENABLING ACTIVITIES

1. Students will divide into groups of five to discuss personal needs, wants, and goals that relate to future careers.

2. Students will individually assess past decisions and compromises relating to getting a car or using the family automobile. Each student will relate personal compromises, as well as those of their parents and siblings.

3. Each student will develop and administer a form for a survey to obtain information on main compromises and decisions of 10 people in school or the community.

4. The teacher will ask for volunteers to demonstrate their individual methods of selecting a career by explaining the main compromises which they had to make in order to arrive at the final decision. Each student will write an essay on compromises made before arriving at a career choice.

DECISION MAKING
HIGH SCHOOL THROUGH POST-SECONDARY
CONCEPT # 10
SIDE 2

RESOURCES AND MATERIALS

1. Field Trips
   a. Individual student trips to administer the survey

2. Supplies and Materials
   a. Sample form for the survey

3. Bulletin Boards
   a. Copies of student survey forms

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COMPETENCY ASSESSMENT OF STUDENTS

1. The instructor will evaluate the student list of three personal wants, needs, and goals which relate to a personal career choice.

2. The teacher will evaluate each student survey on the basis of content and the presentation of the results.

3. The teacher will evaluate the essays of each student in which they describe the compromises they made when selecting an occupation.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

DECISION MAKING

HIGH SCHOOL THROUGH POST-SECONDARY

CONCEPT #11: An important step in career decision making is a wise use of a wide range of resource information.

PERFORMANCE OBJECTIVES

1. At the end of this unit, 90% of the students will be able to list ten resources available to them for career decision making.

2. At the end of this unit, a majority of the students will be able to answer questions on a teacher-made test concerning the factors involved in deciding on a certain career.

ENABLING ACTIVITIES

1. The teacher will provide materials for students to read on the topic of planning a career.

2. Each student will go to the library to look through the career education section for booklets concerning the area of individual career interest.

3. Students will take a trip to a local plant where a personnel manager will give guidance on different types of jobs related to the student career choices. The students will question workers in different jobs concerning educational and experience requirements for their particular jobs.

4. A representative of the local employment office, the personnel manager from a local plant, or the school counselor will give a presentation on the type of jobs available in the immediate area. This representative will help the students understand the requirements necessary for obtaining jobs in their fields of interest.

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DECISION MAKING
HIGH SCHOOL THROUGH POST-SECONDARY
CONCEPT #11
SIDE 2

RESOURCES AND MATERIALS

1. Guest Speakers
   a. Local school guidance counselor
   b. Personnel Manager from a local plant
   c. Employment office representative

2. Field Trips
   a. Visit a local plant to talk with the personnel manager and some workers.

3. Supplies and Materials
   a. Occupational Outlook Handbook
   b. Dictionary of Occupational Titles
   c. Materials in the career section of the school library
   d. Careers in Business: Film 8778, Western Kentucky Film Library
   e. Text for careers in business: General Business for Economic Understanding, South-Western Publishing Co., pages 619-625.
   f. Career Briefs

4. Bulletin Boards
   a. Students will prepare a bulletin board showing the different types of jobs available in the immediate area.

COMPETENCY ASSESSMENT OF STUDENTS

1. The final grade for the students will be based on their ability to list ten resources that can be of assistance in career decision making. The student will answer questions on a teacher-made test concerning items of importance in deciding on an area of career interest.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

DECISION MAKING

HIGH SCHOOL THROUGH POST-SECONDARY

CONCEPT # 12: Many high school, technical school, and college students enter jobs to finance their education.

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PERFORMANCE OBJECTIVES

1. During this unit, 90% of the students will be able to outline their specific needs for employment during high school and post-secondary training.

2. At the end of this unit, a majority of the students will be able to list at least 10 jobs that they could obtain to help finance their education, in school work programs and in business and industry.

3. At the end of this unit, a majority of the students will be able to list the sources from which they can obtain information about financial aid.

ENABLING ACTIVITIES

1. Each student will determine the sources from which money will be available for future job training or education.

2. Five high school, technical school, and college students who hold jobs and are continuing their education will be interviewed by the class about their job experiences. Prior to the presentations, the class will compile a list of appropriate questions, including such items as how they found out about the job, the initial interview with the employer, their qualifications for the job, their satisfactions and dissatisfactions with the job, use of money they make on the job, and suggestions they have to offer to students looking for jobs.

3. The guidance counselor will give a talk on the basic programs in the technical schools, high schools, and colleges which have been set up for the purpose of giving students work experience and financial aid.

4. The students will compile a list of jobs that are available to students in the local area.

DECISION MAKING
HIGH SCHOOL THROUGH POST-SECONDARY
CONCEPT #12
SIDE 2

RESOURCES AND MATERIALS

1. Guest Speakers
   a. Guidance Counselor
   b. High school, technical school, and college students who are working in business and industry and in school work programs while they complete their education

2. Bulletin Board
   a. The counselor will prepare a bulletin board showing the different programs available through schools for financial aid to students.

COMPETENCY ASSESSMENT OF STUDENTS

1. Part of the evaluation of this unit will be based on the ability of the student to make a list of the available jobs for students in the area and to answer questions concerning job source information available to students.

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GUIDE

FOR THE

LEARNING CONCEPTS IN CAREER DEVELOPMENT

KIT

DEVELOPED BY PROJECT GROW

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MELVIN PAT GIBSON - ASSISTANT DIRECTOR

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LEARNING CONCEPTS

IN

CAREER DEVELOPMENT

DEVELOPED BY:

REGION THREE CAREER EDUCATION PROJECT STAFF

AND

MATRIX DEVELOPMENT COMMITTEES

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

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LOCAL EDUCATION AGENCY	STEERING COMMITTEE MEMBERS	DISTRICT CAREER EDUCATION DIRECTORS
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DAVIESS COUNTY SCHOOLS	FRED T. BURNS	VANDALYN HOOKS
HANCOCK COUNTY SCHOOLS	BILL C. FRANCIS	WILLIAM BUCK
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WEBSTER COUNTY SCHOOLS	BOBBY CHANEY	ROGER MILBURN, MARJORIE JOHNSON

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

PROJECT G R O W

MATRIX DEVELOPMENT COMMITTEE PARTICIPANTS

PRIMARY LEVEL

Name of Participant	School District
Brenda Aull	Hancock County
Sally Banks	Hancock County
Frances Fortenberry	Providence
Frances Green	Owensboro
Vandalyn Hooks	Owensboro-Daviess County
Rowena Lafountain	Providence
Frances Lashbrook	Owensboro
Judy Meade	Henderson County
Nelda Sinnett	Ohio County
Shirley Sutherlin	McLean County
Dolores Todd	Henderson County

INTERMEDIATE LEVEL

Name of Participant	School District
Sally Banks	Hancock County
Carolyn Connors	Henderson County
Doloris Eskridge	Ohio County
Joyce Faber	Owensboro
Roger Milburn	Webster County
Jean Raley	Hancock County
Eppie Tucker	McLean County

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

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MATRIX DEVELOPMENT COMMITTEE PARTICIPANTS

MIDDLE SCHOOL

Name of Participant	School District	Name of Participant	School District
Mary Buck	Hancock County	Elizabeth Lucas	Webster County
Mitzi Chinn	Ohio County	Debbie Partenheimer	Henderson County
Gene Crume	Daviess County	Keith Porter	Ohio County
Mary Curry	Union County	Curtis Sanders	Henderson County
Dorothy Edgeworth	Owensboro	Jeanine Stull	Webster County
Susan Graham	Henderson County	Doris Turner	McLean County
Dick Hedrick	Daviess County	Christine Woodburn	McLean County
Jim Hill	Owensboro	Janet Hodge	Union County
Vandalyn Hooks	Owensboro-Daviess County		

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MATRIX DEVELOPMENT COMMITTEE PARTICIPANTS

HIGH SCHOOL THROUGH POST-SECONDARY

Name of Participant	School District	Name of Participant	School District
Joseph Anthony	McLean County	Jim Pfeffer	Daviess County Vocational Region
Danny Brown	Hancock County	Brenda Poynter	Hancock County
Lowell Childress	Providence	Joe W. Roth	Owensboro Catholic
Eddie Davis	Henderson County	Jackie Self	Owensboro Catholic
Larry Farmer	Ohio County	John Settle, Jr.	McLean County
Paul Hass	Owensboro Catholic	Alice Shrewsberry	Owensboro
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Robert Kerrick	Hancock County	Delaine Youpatoff	Hancock County
Jim Long	Henderson Community College		

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LEARNING CONCEPTS IN CAREER EDUCATION

GENERAL DESCRIPTION

This kit, Learning Concepts in Career Development, is the result of the work of some one hundred educators in Kentucky's Region 3 Schools. Many times during the past several years, administrators, teachers, and counselors have voiced a need for a guide in career education to give classroom teachers and counselors a more articulated program in career development. Through a seven-county, federally-funded career education program, Project GROW, representatives from each local education agency in the region combined their efforts to develop this conceptually-based approach to teaching career education.

USE OF MATERIALS

It is hoped that these materials will not be used as a textbook, but rather as a good resource guide to help teachers and counselors see all that there is to a good career education program and then be able to locate their individual places of importance in the teaching of the total career development design. The kit utilizes student interest and involves activities which are familiar to them, so teachers and counselors should find the kit very practical.

STRUCTURE OF THE MINI-UNITS

Each mini-unit in the Learning Concepts in Career Development kit is composed of five major divisions: a concept, performance objectives, enabling activities, resources and materials, and competency assessment of students.

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CONCEPTS

The concepts, which stress self awareness, career awareness, appreciations and attitudes, and decision making skills, were chosen for each grade level (K-3, 4-6, 7-9, and 10 through Post-Secondary) by teachers and counselors actually working with students on those levels. Readiness stages and needs for occupational information and information about self at the various levels were major concerns when the educators chose the concepts to be used for their particular grade level students.

Because the Region 3 teachers and counselors felt they needed more help than a mere listing of some concepts that their students should be able to understand, they decided to expand as many of the concepts as they could into mini-units that could be used in classrooms and guidance sessions across the region. Thus was born the Learning Concepts in Career Development kit.

PERFORMANCE OBJECTIVES

Each lesson plan lists one or more performance objectives, which state clearly the expected learner outcomes. Without definite goals, teachers and counselors found they could easily get side-tracked. With definite goals, they found they could make their teaching efforts more effective.

ENABLING ACTIVITIES

Inventive ideas that will stir the imagination of students have been listed for classroom and guidance session activities. Role-play sessions, games, group discussions, interesting speakers, unique field trips are but a few of the activities suggested by the Region 3 educators in this section.

RESOURCES AND MATERIALS

Another helpful section of the mini-units is labeled Resources and Materials. Suggestions for guest speakers, field trip sites, materials that need to be collected before the unit begins, and bulletin board ideas are included to shorten teacher and counselor preparation time.

COMPETENCY ASSESSMENT OF STUDENTS

Ideas for evaluating students' learning of the concepts are offered in this section. Region 3 educators feel that all evaluation does not have to be done by testing; therefore, some of their suggestions include the students' evaluating their own progress and teachers' evaluating student discussions and other oral presentation where the words test and quiz are never mentioned.

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DEVELOPMENTAL, ARTICULATED, SEQUENTIAL

In any guidebook, some terms have to be defined to fit the individual manual, since words are bandied around so much that, anymore, no two people seem to be able to focus on one meaning for a given word that is used in educational jargon.

In this guide, the Region 3 writers tried to choose concepts in career education that were developmental, articulated, and sequential. These are three of such jargon words; in the kit, all three words indicate that planning has gone on in programming a curriculum.

Developmental indicates that concepts must have continuity. An idea started in the primary grades is carried on into the higher grades by progressing into more sophisticated levels of information as the students mature.

When information at one level flows easily into the next level, the information is said to be well articulated. In other words, each major concept to be learned by the students is programmed into specific steps. Each step builds onto the ones presented before until, in the end, the learner can fully understand the total concept.

Sequential learning has to do with giving the learners basic information before they can understand higher concepts; some information must precede other information before comprehension is possible; for example, students need to be able to add 2 plus 2 before they can understand principles involved in 2 times 2.

The Region 3 educators who wrote the concepts and the mini-units for this kit tried to incorporate all three concepts into their writing -- they started at ground levels in the primary section and built on the basic information to higher and higher levels of understanding. However, the choice of which lesson to choose for a particular group of students cannot be based on a label that was arbitrarily placed on any given lesson plan. There is no reason not to use concepts that are listed for a higher level if the particular concepts are needed by a particular group of students at an earlier stage of development than the label indicates. Conversely, there is no reason not to go back to a concept listed for a lower grade level if, for some reason, a particular group of students failed to grasp the concept during their earlier years.

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OVERLAP

Sometimes the user of this kit may feel that there is some overlap between elements in the framework of the matrix, for example, between career awareness and appreciations and attitudes. Objectives of a lesson plan in each may use similar ideas and both their enabling activities may suggest a guest speaker who is a personnel manager for a business which employs teen-agers. But, just because a student is able to fill out an application form properly for the personnel manager (career awareness) doesn't mean that the individual work attitudes of the student (appreciations and attitudes) would meet the standards demanded by the personnel manager when employing students for the company. Therefore, the two lesson plans are both necessary in helping the student approach self-actualization. The instructors will want to keep this idea in mind when presenting the different mini-units.

SUMMARY

This kit was developed to assist the average, inventive, delightful, courageous, trail-blazer teachers and counselors presenting concepts in career education. Many of the concepts chosen by the Region 3 educators were developed into mini-units, but many were not because of lack of time left in Project GROW. It is hoped, however, that the Region 3 educators will continue in their efforts to complete the rest of the concepts for a second volume for the Learning Concepts in Career Development kit.

LEARNING CONCEPTS IN CAREER DEVELOPMENT
PROJECT GROW
SELF AWARENESS CONCEPTS

PRIMARY GRADES

CONCEPT NUMBER

1: People have many different feelings.

2: We learn about self from family, peers, and others.

3: Each person has similarities to and differences from all other people.

4: Friends are important to every person.

5: The student must assume responsibility at home and at school.

6: Students' attitudes affect their personal development.

7: A student is a member of various groups.

8: A person has both strengths and weaknesses which are unique.

INTERMEDIATE GRADES

CONCEPT NUMBER

9: One of the basic needs of people is to associate with others and share common interests with them.

10: Attitude about school affects learning.

11: One needs to learn basic skills in sports and hobbies, as well as in school activities.

12. People are who they think they are, who others think they are, and who they really are.

13. Individuals vary in aptitude, ability, and interests.

14. Each person is a member of the society.

15. Sex roles in today's society are changing rapidly.

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SELF AWARENESS

MIDDLE SCHOOL GRADES

CONCEPT NUMBER

16: Life is not always a "high" or "low" experience.

17: A person is one member of the society of people who have differing values.

18: How leisure time is used plays an important part in a person's life.

19: Occupations require different knowledge, abilities, and attitudes.

20: Goal setting is important in acquiring necessary education and skill training for the job of one's choice.

HIGH SCHOOL THROUGH POST-SECONDARY

CONCEPT NUMBER

21: The understanding, acceptance, and development of self is a life-long process and is constantly changed and influenced by life experiences.

22: Person's relationships with other people, with their employers, and with society affect their own careers, as well as the careers of others.

23: Changes occur in individuals as a result of learning, growth, and maturation.

24: Often persons are not in the position to choose whether they will work by themselves, with a team, or under supervision.

25: Persons need to appreciate their own creativity, ability, and individual resources.

26: Many high school, technical school, and college students enter jobs to finance their education.

27: Self-understanding comes from investigating personal characteristics and perceptions, together with studying relationships with others and the environment.

28: Individuals are often considered to be mature when they become self motivated.

29: Communication skills are important in helping people understand themselves and others.

30: Individual potential and environment interact to influence career development.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT
PROJECT GROW
CAREER AWARENESS CONCEPTS

PRIMARY GRADES

CONCEPT NUMBER

1: The student needs to be aware of the work roles of the members of the family.

2: The students need to be aware of the occupational roles of the workers at school.

3. Workers are dependent on other workers.

4: Hobbies and interests may develop into a career.

5: Society is dependent on many workers.

6: There are many jobs outside the home and school.

INTERMEDIATE GRADES

CONCEPT NUMBER

7: People pursue occupations for many different reasons.

8: Some people make adult careers out of student sports and other interests.

9. Society is dependent on many workers.

10: Geographical settings affect work.

11: Facts about careers come from many sources and experiences.

12: Economic changes in the society can change the relative importance of anyone's occupation.

13. Some people assume responsibilities in work early in life.

14. Occupations require different knowledge, abilities, and aptitudes.

15. The learning of basic skills has carry-over into many occupations.

16. Career choice is a developmental process.

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HIGH SCHOOL THROUGH POST-SECONDARY (cont.)

CONCEPT NUMBER

32: Different kinds of work require varying degrees and types of competencies, preparation, and/or training.

33: Workers must understand not only their individual jobs, but also their employer's rules, regulations, policies, and procedures.

34: Many jobs require that the workers start at the bottom and work their way up the career lattice.

35: A career choice is not necessarily a final one.

36: Technology has unlimited implications for man's work and leisure time.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT
PROJECT GROW
APPRECIATIONS AND ATTITUDES CONCEPTS

PRIMARY GRADES

CONCEPT NUMBER

1: It is important to get along with other people.

2: Students need to appreciate the individual workers in the school setting.

3: Community workers make contributions to the students and other people in the community.

INTERMEDIATE GRADES

CONCEPT NUMBER

4: Attitudes about school affects learning.

5: Respect for all types of work is important.

6: A student's contribution to the community enhances the wealth and productivity of the community.

7: Each person benefits from the work of many people in the community.

8: Persons' work contributes to their own satisfaction.

9: In a democratic society, people are free to choose their own occupations.

MIDDLE SCHOOL GRADES

CONCEPT NUMBER

10: With individual freedom comes responsibility.

11: There are thousands of careers in the world of work.

12: People's attitudes toward their work and toward the persons with whom they work are important.

13: The understanding of emotions helps us understand ourselves and others.

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MIDDLE SCHOOL (cont.)

CONCEPT NUMBER

14: There are certain rules and regulations people must follow in any society.

15: A person needs to explore many different occupations before selecting a particular one.

HIGH SCHOOL THROUGH POST-SECONDARY

CONCEPT NUMBER

16: Persons' basic attitudes toward social, economic, educational, and cultural forces affect their behavior.

17: All persons should appreciate the opportunity of being able to select their own careers and to choose personally the institution for training for them.

18: The customs, traditions, and attitudes of society affect the world of work.

19: Sometimes it is just as important to know how to be a good follower as it is to be a good leader.

20: In many occupations, cooperation among workers is essential.

21: Work can be a satisfying experience.

22: Persons need to be recognized as having dignity and worth.

23: A satisfying career often contributes to good health and happiness.

24: Specialization leads to interdependency among people.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT
PROJECT GROW
DECISION MAKING CONCEPTS

PRIMARY GRADES

CONCEPT NUMBER

1: People make decisions every day.

2: Sometimes people make good decisions and sometimes they make bad decisions.

INTERMEDIATE GRADES

CONCEPT NUMBER

3: Students need to become aware of cause and effect of decisions, and they must accept the consequences of their own decisions.

4: There are several steps in the decision-making process. (1) conflict, (2) risk, (3) objective-subjective, (4) analysis of alternatives, (5) self, and (6) cumulative.

MIDDLE SCHOOL GRADES

CONCEPT NUMBER

5: Making decisions often involves compromising for something less than was originally planned as a goal.

6: Decision making should be based on success and failure probabilities.

HIGH SCHOOL THROUGH POST-SECONDARY

CONCEPT NUMBER

7: The assessment of abilities, aptitudes, and achievement is related to career decision making.

8: People have the right to make decisions and the responsibility to live with them.

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DECISION MAKING

HIGH SCHOOL THROUGH POST-SECONDARY (cont.)

CONCEPT NUMBER

9: The process of career selection often begins early in life.

10: The choice of a career involves a compromise between greater and lesser needs, wants, and goals.

11: An important step in career decision making is a wise use of a wide range of resource information.

12: Many high school, technical school, and college students enter jobs to finance their education.

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LEARNING CONCEPTS IN CAREER DEVELOPMENT

PROJECT G R O W

CONCEPTS SELECTED BY REGIONAL EDUCATORS
BUT NOT DEVELOPED INTO MINI-UNITS

PRIMARY CONCEPTS

SELF AWARENESS
1. Students must be responsible for their use of leisure time.

CAREER AWARENESS
1. Every career requires some special training.
2. A person may have many different jobs in a life time.
3. Each member of the family has responsibilities.
4. Work is liked by some people and disliked by others.

APPRECIATIONS AND ATTITUDES
1. Personal mannerisms influence decisions other people make about an indivdual.
2. People need to be happy in their jobs.
3. People need to feel good about the job they do.

DECISION MAKING
1. Results of decisions are not always immediate.
2. People make decisions based on their perception of self and their environment.

INTERMEDIATE CONCEPTS

SELF AWARENESS
1. One of the basic needs of man is interaction with others.
2. People like to associate with others who share common interests with them.

CAREER AWARENESS
1. As people change their skills, age group, geographical location, and interest, their occupations may also change.

APPRECIATIONS AND ATTITUDES
1. The quality of a person's work is important.
2. Attitude affects job performance.

DECISION MAKING
1. Decisions are made on the basis of past experiences and acquired knowledge.

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2. Whether the decision is good or bad depends on the outcome for the individual.
3. People are often allowed to make more decisions as they mature.

MIDDLE SCHOOL

SELF AWARENESS
1. Age, sex, race, and religion should no longer limit career possibilities.
2. Individuals may be qualified to perform in many different occupations.
3. Persons should learn to be self motivating as they enter the world of work.
4. Education is a life-long learning experience for preparing for any career.
5. The standard of liking of an individual is often directly related to work roles and personal values.
6. Selecting an occupation does not mean doing this job for the rest of one's life.

CAREER AWARENESS
1. Parents are the most important career guidance persons in many students' lives.
2. Summer and part-time jobs, as well as in-school work, often helps students decide on future careers.

APPRECIATIONS AND ATTITUDES
1. Friends and family have an immense effect upon values, attitudes, and career expection.
2. Work provides opportunities to enhance a person's feeling of dignity and worth.
3. Occupations and life styles are often interrelated.

DECISION MAKING
1. Career decisions often effect a person's entire life.
2. Each career choice is associated with possible rewards and satisfactions.
3. Career decisions are based on values and attitudes that a person holds.
4. The decision making process applies to the selecting of careers.

HIGH SCHOOL THROUGH POST-SECONDARY

SELF AWARENESS
1. Changes occur in individuals as a result of learning, growth, and maturation.
2. All persons should have the opportunity to choose their own personal direction in life.

CAREER AWARENESS
1. Education and work are interrelated.

APPRECIATIONS AND ATTITUDES
1. Self knowledge is related to a person's system of values.

DECISION MAKING
1. Decision making is sometimes enhanced by the ability of a person to accept new ideas.
2. Work experience facilitates career decision making.

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LEARNING CONCEPTS IN
CAREER DEVELOPMENT

TERMINOLOGY

1. APPRECITATIONS AND ATTITUDES -- an element in the matrix that helps students arrive at a value system that will help them function more effectively at home, school, and work.

2. CAREER AWARENESS -- an element in the matrix that deals with career development, occupational opportunities, career interests, and job clusters.

3. CAREER DEVELOPMENT -- a planned program of experiences that assists students as they mature in making career-related decisions that will develop their competencies in the affective, cognitive, and psycho-motor domains.

4. COMPETENCY ASSESSMENT OF STUDENTS -- a means of evaluation that the teacher can use in deciding whether the students can perform the goals that were listed in the performance objectives.

5. CONCEPT -- an idea or statement chosen by teachers which they feel students should be able to understand and which should be helpful to the students when applied to life situations.

6. DECISION-MAKING -- an element in the matrix that assists students in learning steps that are involved in approaching problems with confidence and know-how.

7. ENABLING ACTIVITIES -- activities are all of the planned experiences designed to meet a stated objective.

8. JOB CLUSTERS -- the grouping of occupations into categories that is based on similarities in job setting, training, and working conditions.

9. MATRIX -- a chart that lists the career development concepts according to specified articulated elements and concepts, as correlated with grade level readiness.

10. PERFORMANCE OBJECTIVE -- the method used in this matrix to state specific outcomes that should be derived from the management approach used. The performance objective should include the name of the specific group who will use the lesson unit, the name of the skill that is to be learned, the amount of time allowed for the completion of the learning of the skill, and the amount of proficiency in the skill that should be attained by the students.

11. RESOURCES AND MATERIALS -- suggestions of persons and software and hardware that will facilitate the instructor in teaching the lesson units and that will enrich the learning experience of the students.

12. SELF AWARENESS -- an element in the matrix that deals with students learning about their personalities, interests, personal problems, self-concepts, self actualization, and their socialization.

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